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ABSTRACT

A survey conducted between April 1982 and January 1983 collected ratings of vocational training from former students, employers, and supervisors. Over 1,500 former students (completers and leavers) rated their vocational education in terms of technical knowledge, work attitude, work quality, overall rating, relative preparation in comparison to coworkers without a vocational education, and academic preparation. Over 775 employers/supervisors rated five aspects of their employees' vocational training and/or job performance. (They did not rate academic preparation.) Former students, vocational training, and/or job performance were rated as good to very good in all five areas by 80-90 percent of the employers/supervisors. Employers gave one aspect, work attitude, a consistently high rating. Almost 80 percent of the employers rated former vocational students as better prepared than coworkers. Neither supervisors' nor students' responses suggested that vocational education was less effective for females than males or more effective for one racial ethnic group over another. The training and/or job performance of former students varied significantly by occupational training program, type of vocational school attended, and school attended. Students' responses were very positive and closely paralleled supervisors' ratings. (Appendixes, amounting to over one-half of the report, include forms and participants' comments.) (YLB)

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TDR Associates, Inc. Training/Development/Research

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FINAL REPORT

1982 MASSACHUSETTS EMPLOYERS' SATISFACTION SURVEY

To Determine the Level of Employers' Satisfaction
With the Skills of Vocational Education Graduates in Massachusetts

Project Director: Joseph B. Rappa

Source of Funds: Section 131, Fiscal Year 1983

Project No. 431-121-3-2703-7

Prepared for:

The Division of Occupational Education,
The Massachusetts Department of Education

Prepared by:

TDR Associates, Inc.
January 21, 1983

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385 Elliot Street, Newton, Massachusetts 02164 / (617) 969-0651

Division of Occupational Education

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

February 25, 1983

RE: EXECUTIVE SUMMARY
Project No. 431-121-312703-7

Dear Colleague:

Enclosed you will find a copy of the Executive Summary of a study of a survey of employers' satisfaction with the skills of vocational education graduates in Massachusetts. Information contained in this report was compiled from over 1,500 completers/leavers and 800 of their employers/supervisors regarding individual characteristics, employment and ratings on aspects of the former students' vocational and academic training.

The results of this study provide encouraging evidence that employers and supervisors feel that the secondary vocational schools of Massachusetts are effectively preparing students for employment. This study provides a rare opportunity to learn about the first-hand experiences (both positive and negative) of completers/leavers and to obtain first-hand information about opinions of employers/supervisors of the vocational training and/or job performance of completers/leavers.

As we continue our efforts in providing quality vocational education, we are fortunate to have documentation of what completers/leavers and employers/supervisors perceive as important to the process of developing effective occupational programs.

If you are interested in obtaining a copy of the full report, please write to the:

Massachusetts Vocational Curriculum Resource Center
Minuteman Regional Vocational Technical School
758 Marrett Road
Lexington, MA 02173

or call them at (617) 863-1863 or (800) 362-4371. Copies are available for a fee.

Sincerely,

David F. Cronin

David F. Cronin
Associate Commissioner
Division of Occupational Education

/ald

attachments

TDR Associates, Inc. Training/Development/Research

EXECUTIVE SUMMARY

1982 MASSACHUSETTS EMPLOYERS' SATISFACTION SURVEY

To Determine the Level of Employers' Satisfaction
With the Skills of Vocational Education Graduates in Massachusetts

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January 21, 1983

385 Elliot Street, Newton, Massachusetts 02164 / (617) 969-0651

ABSTRACT

This ten-month study which began in April, 1982, was undertaken "to determine the level of employers' satisfaction with the skills of vocational education graduates in Massachusetts." From data collected from 43 selective vocational secondary schools throughout the Commonwealth, over 7,300 former students from the Class of 1979 and 1980 were identified and contacted. Data were then collected from approximately 1,550 completer/leavers and 800 of their employers/supervisors regarding several aspects of the former students' vocational training and/or job performance. These data were then coded, subjected to statistical analysis, and reported on. The responses of completer/leavers and their supervisors were analyzed separately and by matched pairs for general ratings and for evidence of significant differences in these ratings by the completer/leavers' individual (sex and race/ethnicity), employment, and educational characteristics. The major findings of the study are:

1. Employers and supervisors are very satisfied with vocational students' training and/or job performance: The vast majority of employers/supervisors rated completer/leavers' training and/or job performance as "good" or "very good". While employers/supervisors of students in training related jobs were very positive in their ratings, so, too, were employers/supervisors of completer/leavers in jobs not related to their training, though slightly less so. Completer/leavers' work attitude was consistently rated highest.

2. Employers and supervisors rate former vocational students as better prepared then co-workers: When capable of making comparisons, most employers/supervisors rated completer/leavers as "better prepared" than co-workers in similar positions. Again, this tended to be true for the major of employers/supervisors of former students who were in training non-related jobs as well.

3. Employers' and supervisors' ratings were unaffected by completer/leavers' individual characteristics: Employer and supervisor ratings of completer/leavers' training and/or job performance did not vary significantly when analyzed by the students' sex and race/ethnicity. However, the absence of significant numbers of Blacks and Asian Americans makes this latter assertion tentative.

4. Employers' and supervisors' ratings do vary by completer/leavers' educational characteristics: When analyzed by occupational training code; class year; and school attended, employer/supervisor ratings did vary significantly.

5. Former students give their vocational training high marks: Analysis of completer/leaver ratings of their vocational training indicates that the vast majority are very positive about their vocational training. While males are more positive than females, all groups were high. Here, too, job placement and even unemployment did not seriously affect the former students' ratings.

6. Academic preparation lags behind vocational training: Analysis of completer/leaver data indicates that, though positive, former students rate their academic preparation significantly lower than their vocational training.

7. Former students' ratings vary by educational characteristics: When analyzed by occupational training code and school attended, completer/leaver ratings were found to vary significantly. Regional schools did not vary from city schools, but individual schools did vary from one another significantly.

INTRODUCTION

This is an executive summary of a final report on a 1982 study of employers' satisfaction with vocational secondary school graduates in Massachusetts. The ten-month study, which began in April, 1982, was conducted by TDR Associates of Newton, Massachusetts, under a contract with the Division of Occupational Education of the Massachusetts Department of Education. The study was undertaken in accordance with Massachusetts' five-year plan for vocational education and to enable the Division of Occupational Education to file a report in compliance with the National Center for Education Statistics' (NCES) Vocational Education Data System (VEDS). The study was also undertaken to assist the Division in:

> Ascertaining how well satisfied employers are with completers and leavers they have hired and will further aid in determining not only the affectiveness of vocational education programs, but also the program areas in which improvement is needed.
>
> (RFP 81-131, p. 1)

In its proposal, TDR presented a study designed to fulfill these goals through four objectives:

Objective A: To complete a VEDS specified satisfaction survey of the employers of 1979 and 1980 vocational school graduates (completers and leavers) from 44 vocational technical high schools throughout the Commonwealth.

Objective B: To submit documentation, raw data (tape and card deck), and a Final Report on the study.

Objective C: To complete and distribute an Employer's Survey Handbook, designed as a step-by-step guide for school personnel.

Objective D: To conduct one 2-3 hour training workshop for key placement and administrative staff in each of the six Regional Education Centers of the Commonwealth.

The final report, which details the methods, mechanics, procedures, data analysis, and findings of the study, is divided into eight sections: 1) Introduction; 2) Student Design and Process; 3) Methodology; 4) Description of the Data; 5) Data Analysis; 6) Summary and Conclusions; 7) Appendix A: Documentation;

and 8) Appendix B: Completer/Leaver and Supervisor Comments. This summary presents an overview of the study process, and highlights of the study's findings.

OVERVIEW

The "1982 Massachusetts Employers' Satisfaction Survey" was conducted between April of 1982 and January of 1983. The survey was implemented through a series of interdependent steps or activities. Briefly these included:

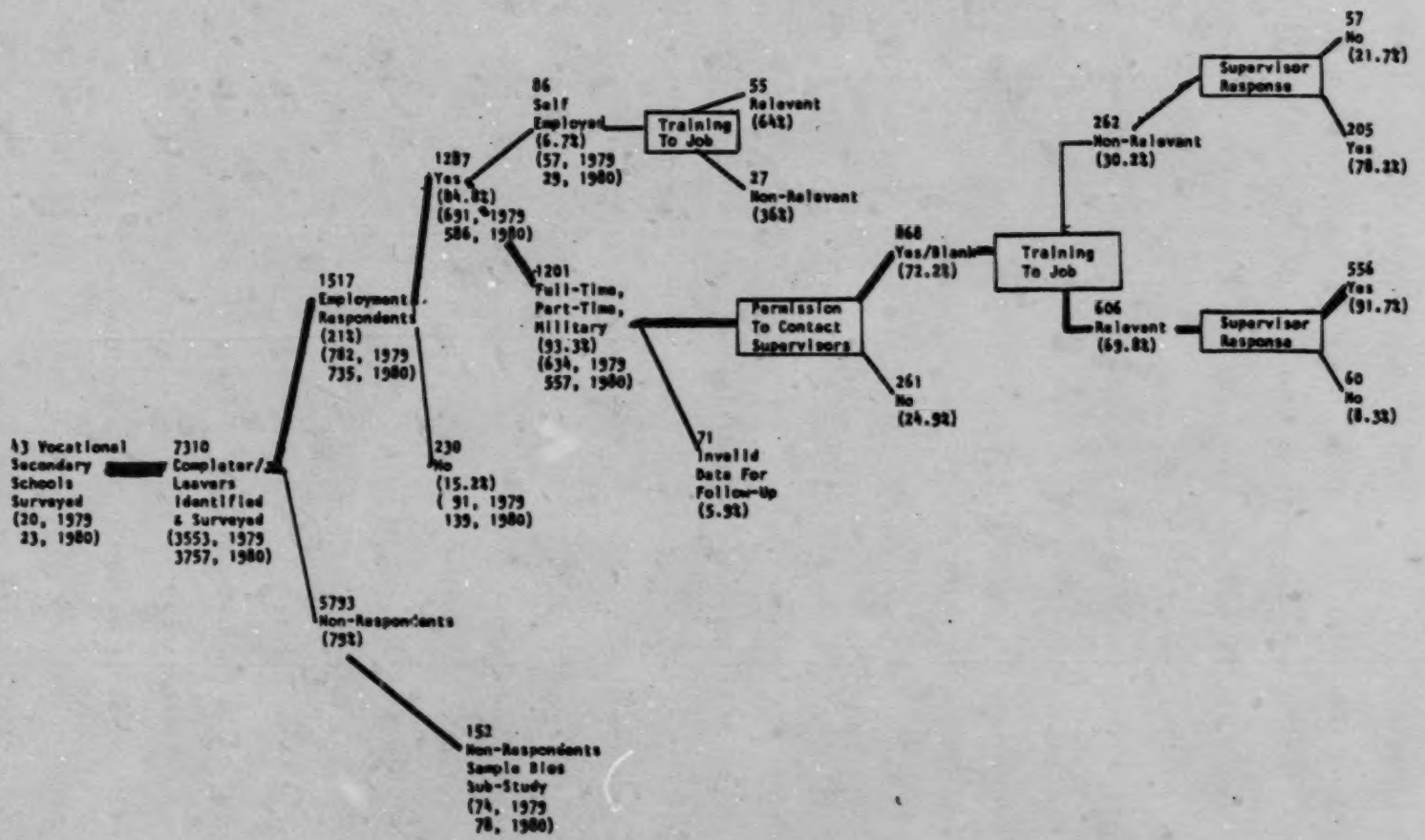
- Formation of a Statewide Project Advisory Committee
- Instrument development and pilot testing
- Collection of completer/leaver data from 43 schools
- A mail survey to identified completer/leavers and a follow-up mailing
- A telephone survey of a sub-sample of non-respondents and their supervisors to test for sample bias
- A mail/telephone survey of identified employers/supervisors and follow-up mailing
- Data verification and analysis
- Reporting and dissemination of findings

This process resulted in the collection of ratings of vocational training from over 1,500 former students (completers and leavers) and 800 employers and supervisors. Figure 1, page 3, presents a schematic diagram of this process and the various completer/leaver and employers/supervisors groups identified in the course of the study.

After the formation of the Statewide Project Advisory Committee and the development and pilot testing of the various survey forms and questionnaires, data on over 7,300 former students were collected from 43 vocational secondary schools throughout the Commonwealth. These completers and leavers (approximately half from the Class of 1979 and half from the Class of 1980) were contacted by mail and asked to complete a permission/survey questionnaire.

In addition to asking them for information about themselves, their current employment, and permission to contact their employer/supervisor, the questionnaire asked these former students to rate six aspects of their vocational education on a scale of 1 (very poor) to 5 (very good). Specifically they were asked to rate their education in terms of: 1) Technical Knowledge;

FIGURE 1: SCHEMATIC DIAGRAM OF THE TDR/MASSACHUSETTS EMPLOYER SATISFACTION SURVEY DESIGN AND RESPONSE PROFILE


43 Vocational Secondary Schools Surveyed (20, 1979 23, 1980)
7310 Completer/Leavers Identified & Surveyed (3553, 1979 3757, 1980)
1517 Employment Respondents (21%) (782, 1979 735, 1980)
1287 Yes (84.8%) (691, 1979 586, 1980)
86 Self Employed (6.7%) (57, 1979 29, 1980)
Training To Job
55 Relevant (64%)
27 Non-Relevant (36%)
1201 Full-Time, Part-Time, Military (93.3%) (634, 1979 557, 1980)
Permission To Contact Supervisors
868 Yes/Blank (72.2%)
Training To Job
262 Non-Relevant (30.2%)
Supervisor Response
57 No (21.7%)
205 Yes (78.2%)
606 Relevant (69.8%)
Supervisor Response
556 Yes (91.7%)
50 No (8.3%)
261 No (24.9%)
71 Invalid Data For Follow-Up (5.9%)
230 No (15.2%) (91, 1979 139, 1980)
5793 Non-Respondents (79%)
152 Non-Respondents Sample Bias Sub-Study (74, 1979 78, 1980)

2) Work Attitude; 3) Work Quality; 4) Overall Rating; 5) Relative Preparation in comparison to co-workers without a vocational education; and 6) Academic Preparation. Two weeks later, each student was mailed a thank you/reminder postcard. Over 1,500 of the former students completed and returned the questionnaire. Respondents' questionnaires were coded, screened for completeness, key punched, and analyzed.

From these data, 868 employers/supervisors were identified. Each employer/supervisor was sent a letter and survey questionnaire asking him or her to rate five aspects of their identified employees' vocational training and/or job performance on a scale of very poor to very good. These training areas were: 1) Technical Knowledge; 2) Work Attitude; 3) Work Quality; 4) Overall Rating; and 5) Relative Preparation with other employees in similar positions who had not received vocational training. In addition, they were asked to indicate the basis on which they were responding, training or job performance, and how closely they supervised the employee. Through follow-up mailings and telephone interviews, completed survey questionnaires were collected from over 775 employers/supervisors, 560 in training related occupations and 217 in training non-related occupations. Supervisors' questionnaires were coded, screened for completeness, keypunched, and analyzed.

The completer/leaver and employer/supervisor data were statistically analyzed separately and together. Frequencies, distributions, means, and standard deviations were computed for all responses. Statistical procedures were used to determine the variance and significance of responses by group, within each group and between groups. Additional analysis was conducted on each groups' ratings of the study variables by completer/leavers' sex, race/ethnicity, employment, and education characteristics. These findings are summarized in the following section.

Although 1,500 completer/leavers responded to the study, approximately 5,800 did not. In order to check for sample validity, a sample bias sub-study was conducted. For this sub-study over 152 non-respondents and 38 of their supervisors were randomly selected to be interviewed by telephone. The responses of this group were coded, keypunched, and analyzed against the respondent population (both completer/leavers and supervisors) for significant differences. None were found to be of consequence. This analysis tended to support the efficacy of the respondent sample.

SUMMARY FINDINGS

Do employers and supervisors feel that Massachustts' Vocational Secondary Schools are effectively preparing students for employment? The results of the 1982 Massachusetts Employer Satisfaction Survey clearly indicate that the great majority of them do! Of the 775 employers and supervisors throughout the Commonwealth who participated in the study, 80-90% rated former students' vocational training and/or job performance as "good" to "very good" in terms of Technical Knowledge, Work Attitude, Work Quality, Overall Training/Performance, and Relative Preparation. The findings also indicate that supervisors tend to be almost as positive in rating (65-85% responding "good" or "very good") the training or job performance of former students who are employed in jobs which are not related to their field of training.

Of the five aspects of occupational training and job performance examined--employers gave one a consistantly high rating--Work Attitude. This finding appears to support the notion that the vocational schools impart more than skills to their students, they provide them with an outlook and demeanor which is recognized and appreciated by employers and supervisors. The fact that supervisors were more positive in their ratings of Work Attitude than were the former students themselves strengthens this interpretation.

Analysis of the survey data reveals that of employers who can, almost 80% rate former vocational school students as "better prepared" than co-workers in similar positions. While the main objective of the study was to gather data on job training and job performance by employers and supervisors of former vocational students employed in jobs related to their training, an analysis of data collected from supervisors of former students in training non-related jobs indicates that here, too, the majority of supervisors (58%) rate then as "better prepared" than their co-workers. In a time of technical transition and economic adjustment, this finding should be particularly reassuring to vocational educators who often lack the capital equipment and financial resources to keep abreast of short-term shifts in the job market. Again, these findings appear to support the idea that selective vocational secondary education has a positive impact on its former students that goes beyond technical skills and individual occupational program requirements. It appears to provide them with standards and attitudes which are both beneficial and transferable to other areas of employment.

Data collected in this survey revealed no evidence to suggest that supervisors find vocational training less effective for females than males, or more effective for one racial/ethnic group than the other. This finding is supported by the responses collected from the former vocational students themselves. Though males tended to be higher in their ratings, both males and females tended to rate their vocational training positively in all areas. This also tended to be true for students several racial/ethnic groups. However, caution should be exercised here. The study collected data from predominantly White, male students. The scarcity of Asian Americans and Blacks employed in a job related to their training must temper this assertion. The distribution of student respondents, if consistent with the larger, current vocational school population,

indicates a need for concern and further investigation in this area.

The study did find that relatively few (3%) of employers and supervisors were very familiar with the vocational training programs themselves. Many were only familiar with the programs through contact with their employees. This finding may have implications for the way that vocational schools publicize themselves and their programs. While this may be true for the state's newer regional schools, it is also relevant to the urban vocational school systems.

Within the general context of those positive findings, i.e., employers and supervisors rate completer/leavers' training and performance positively, additional analysis of employers' and supervisors' ratings indicate that the training and/or job performance of former students (completer/leavers) vary significantly by:

- Occupational Training Program
  some are rated more highly than others

- Type of Vocational School Attended
  regional schools' ratings were more positive than city schools, especially in terms of work quality

- School Attended
  completer/leavers' training and/or job performance did vary significantly according to the school from which they graduated

In analyzing the responses from former students, they were also found to be very positive and closely paralleled supervisors' ratings. As with supervisors, former students employed outside of their field of training were positive in their assessments of the five training areas examined. It was particularly surprising and encouraging to find that, currently unemployed former students (completers and leavers) were also positive in their ratings, though to a slightly lesser extent. The fact that 15% of those responding were unemployed did suggest that several occupations are being hard-hit by the current recession.

Analysis of the completer/leaver data indicates that academic preparation in vocational secondary schools is not rated as highly as are the other training

areas. While the majority of responses were positive, ratings in this area were significantly lower. During a period of tight resources, many vocational schools are forced to adopt "bare bones" postures. They are also facing an increased demand for basic skills competency. The data indicate that academic preparation is perceived less positively than occupational programs. It will be important for vocational schools facing this predicament to resist cutting back on the quality of academic preparation which they offer their students.

Analysis of former students' responses by school attended indicates that the vocational schools do vary significantly. There are some schools which are rated consistently higher than others. This variation in responses occurred across the entire study sample (1979 and 1980) and within each sub-group (students from the Class of 1979 and students from the Class of 1980). Furthermore, those schools receiving higher ratings in training also tended to be rated higher in academic preparation. These findings may have implications for further research in this area. Additional analysis of former student responses indicates that:

- Males tend to rate their training/preparation more positively than females
- Blacks are consistently lower in their overall rating and relative preparation rating
- Self employed graduates are very positive about their vocational training but tend to be more critical of academic preparation

In conclusion, the 1982 Massachusetts Employer Satisfaction Study has found that both employers and supervisors and former students of the state's vocational secondary schools have given them high marks in terms of occupational training and job performance of their graduates.

i. Acknowledgements

We wish to express our thanks and appreciation for the cooperation and support we received from the many vocational school staff, former students, supervisors, employers, the members of MAVA, and the other busy people who made this study possible. Our special thanks to Tomasa Couverthier, Jessica Dill, Ken Faulkner, Ronald Fitzgerald, Gladys Guson, John Manning, Robert Pesce, Darlene Tevepaugh and Jeff Zornitsky for serving on the Statewide Project Advisory Committee and offering their time, interest, and valuable guidance. A word of appreciation to Pat Mostue and Elaine Cadigan of the Division of Occupational Education who served capably and sensitively as the project monitors for this study.

The school data collection, mail survey design, and mailing process were ably coordinated by Marjorie Haynes O'Reilly of TDR, who served as project associate and assisted me in the preparation of this final report. Other TDR staff who coordinated, screened, and coded the vast numbers of questionnaires involved in completing this study were Joni Herson and Netti Gold. William Genova was responsible for the overall design of the study and analysis; Mary Hyde did the computer programming; and Joni Herson coordinated telephone interviews and typed this report.

These contributions are greatly appreciated, and we sincerely hope that these findings will contribute to the effectiveness of vocational secondary education in Massachusetts. With due acknowledgement for all assistance and contributions, I accept full responsibility for any errors, or misinterpretations found in this report.

Joseph B. Rappa
Project Director

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I. BACKGROUND AND INTRODUCTION

In late 1981, the Division of Occupational Education of the Massachusetts Department of Education issued a Request for Proposals (RFP):

> To determine the level of employers' satisfaction with the skills of vocational education graduates in Massachusetts.
>
> (RFP 91-131, page 1)

The study was undertaken in accordance with Massachusetts' Five-Year Plan for Vocational Education to enable the Division of Occupational Education to file a report in compliance with the Federal regulations establishing the Vocational Education Data System (VEDS), part of the National Center for Educational Statistics (NCES).

As stated in the Request for Proposals:

> Ascertaining how well satisfied employers are with the completers and leavers they have hired will further aid in determining not only the effectiveness of vocational education programs, but also the program areas in which improvement is needed.
>
> (RFP 91-131, page 1)

In order to accomplish this activity, the RFP suggested three minimal requirements:

1. Employer follow-up for Chapter 74 completers and leavers from the classes of 1979 and 1980 from the selective secondary schools in Massachusetts (see Appendix A, p. 80).

2. Develop and pilot test a mail questionnaire and/or interview schedule to be used with these employers based on, but not limited to questions which constitute a VEDS Form (see Appendix A, p. 91).

3. All data on students (completers and leavers) must satisfy VEDS requirements insofar as employers must be identifiable by students' racial/ethnic/sex designation, and six digit O.E. Code representing occupational program areas (see Appendix A, p. 86).

As a result of the Department of Education's review and selection process, TDR Associates was notified that its proposal was chosen by the Department's Review Committee for approval. The contract was formally

approved on March 15, 1982. In its proposal, TDR presented four objectives:

Objective A: To complete a VEDS specified satisfaction survey of the employers of approximately 4,000 1979 and 1980 vocational school graduates from 46 vocational technical high schools throughout the Commonwealth.

Objective B: To submit four major products to the Massachusetts Division of Occupational Education.

- 20 sets of the survey Forms developed for students and employers
- 40 copies of a Final Report detailing the methods, mechanics, procedures, and potential issues of conducting such a survey; and reporting on a non-response sub-study
- 500 copies of an Executive Summary of the Final Report
- 1 raw data tape and one card deck, which is compatible with the Department of Education's programming specifications

Objective C: To complete and distribute 200 copies of an Employer's Survey Handbook, designed as a step-by-step guide for school personnel.

Objective D: To complete the implementation of one 2-3 hour training workshop for key placement and administrative staff to be held in each of the six Regional Education Centers of the Commonwealth. All Massachusetts vocational technical schools will be invited to participate, and to receive copies of the "Employer Satisfaction Handbook".

Since beginning the study, TDR has collected data on over 7,300 completers and leavers from 43 vocational secondary schools throughout the Commonwealth (3,553 from the class of 1979 and 3,757 from the class of 1980). Over 1,500 of these completer/leavers returned questionnaires containing information on their individual characteristics, employment, and ratings on various aspects of their secondary vocational and academic training. In addition, data has been collected from over 775 employers/supervisors of these former students rating five aspects of their employees' vocational training: Technical Knowledge, Work Attitude, Work Quality, Overall Rating, and completer/leavers' Relative Preparation in comparison to workers in similar jobs who did not attend a secondary vocational school.

This Final Report, one of the study's four major products, presents a discussion of the methods, mechanics, and procedures of what has been

titled the "1982 Massachusetts Employer Satisfaction Survey". Furthermore, this report contains a detailed description and analysis of the data collected in the study. These data are positive and encouraging and, in general, participating school personnel, completers and leavers, and employer/supervisors have been most interested and cooperative.

The report itself is divided into eight sections:

1. Background and Introduction
2. Study Design and Process
3. Methodology
4. Description of the Completer/Leaver and Supervisor Data
   . From Completers and Leavers
   . From a sample of Non-Respondents
   . From Employers/Supervisors
5. Analysis of the Data
6. Summary and Conclusion
7. Appendix A: Documentation
8. Appendix B: Comments and Summaries
   . From Completers and Leavers
   . From Employers/Supervisors

The Final Report will become the basis for three other products which TDR will develop and disseminate over the next few months. The first is an Executive Summary for distribution to state and local policy makers and administrators. Second will be an Employer's Survey Handbook and Practitioner's Guide, which will translate the study's results into a step-by-step manual for vocational school personnel and administrators. Finally, the Final Report and Handbook will provide the basis for 2-3 hour dissemination/training workshops to be held in each of the six Educational Regions of The Commonwealth.

II. STUDY DESIGN AND PROCESS

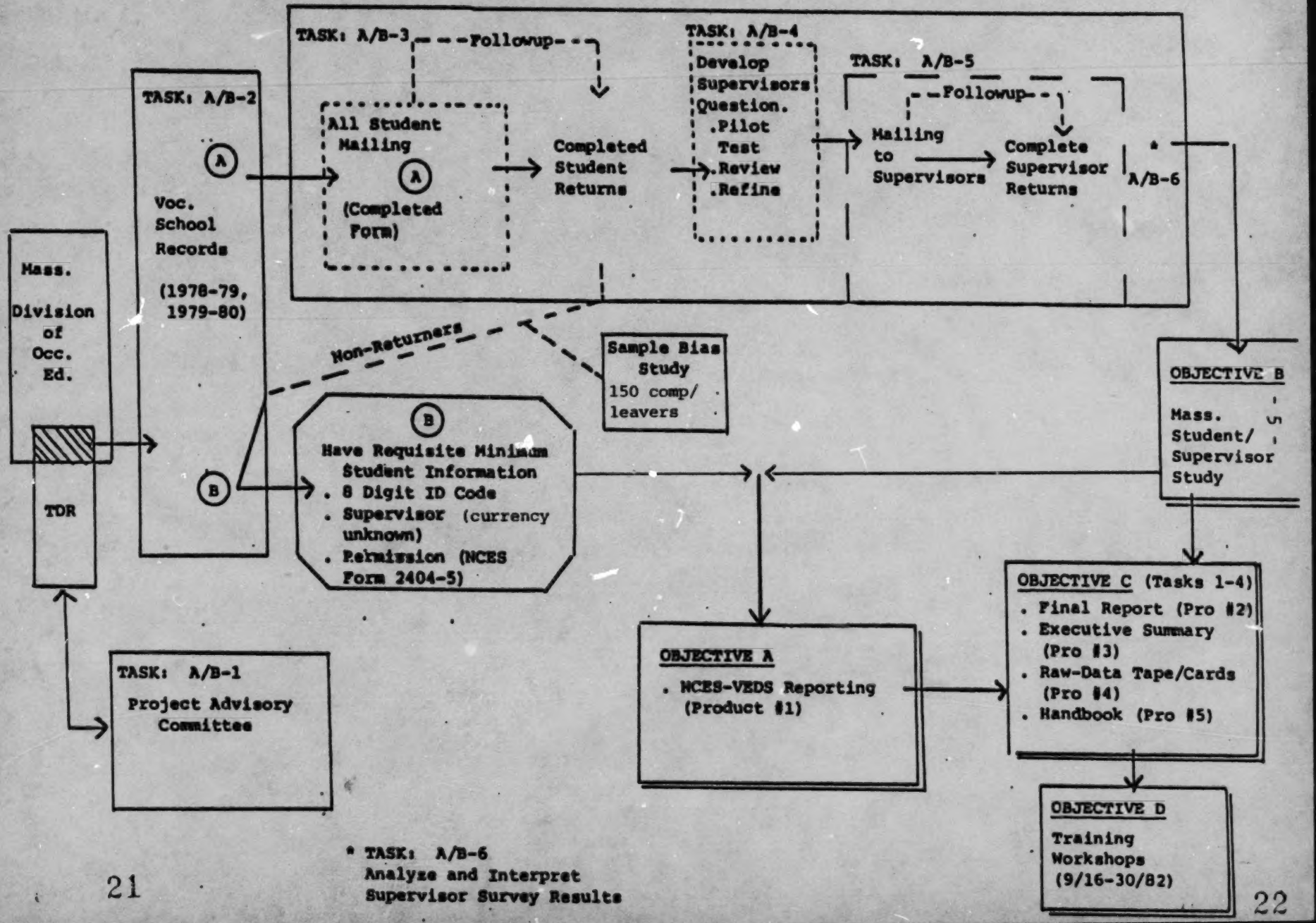
In its proposal to the Division of Occupational Education, Massachusetts Department of Education, TDR presented a process design for the collection and use of the data (see Figure 1, p. 5). This design outlined the specific tasks associated with each of the study's objectives. Briefly, these tasks can be summarized as follows:

1. Form a Statewide Project Advisory Committee and develop documents.
2. Contact and collect requisite information from the 46 participating vocational technical schools.
3. Develop and pilot test completer/leaver questionnaires for an inquiry/permission survey. Contact identified completer/leavers and conduct an inquiry/permission survey.
4. Identify a supervisor/employer sample and develop and pilot test a supervisors' questionnaire.
5. Conduct a supervisors' survey in accordance with the National Council on Educational Statistics' VEDS procedures.
6. Analyze and interpret completer/leaver (student) and supervisors' survey results. (Discussed in Sections II, IV, and V.)

In addition to the six process tasks, TDR indicated it would conduct a Sample Bias Study on a sub-sample of completer/leavers, randomly selected from the group of "non-returners" (those who failed to return the completer/leaver questionnaires).

In this section, we discuss the various procedures and activities undertaken during the study to operationalize this design. Figure 2, page 7, presents a schematic diagram of how these various tasks and activities were translated into responses and ratings from completer/leaver and supervisor groups. Furthermore, it presents a breakdown of these respondents/participants, in numbers and percent by Class Year (1979 or 1980) and employment.

FIGURE 1: Process of Data Collection and Use



* TASK: A/B-6
Analyze and Interpret Supervisor Survey Results

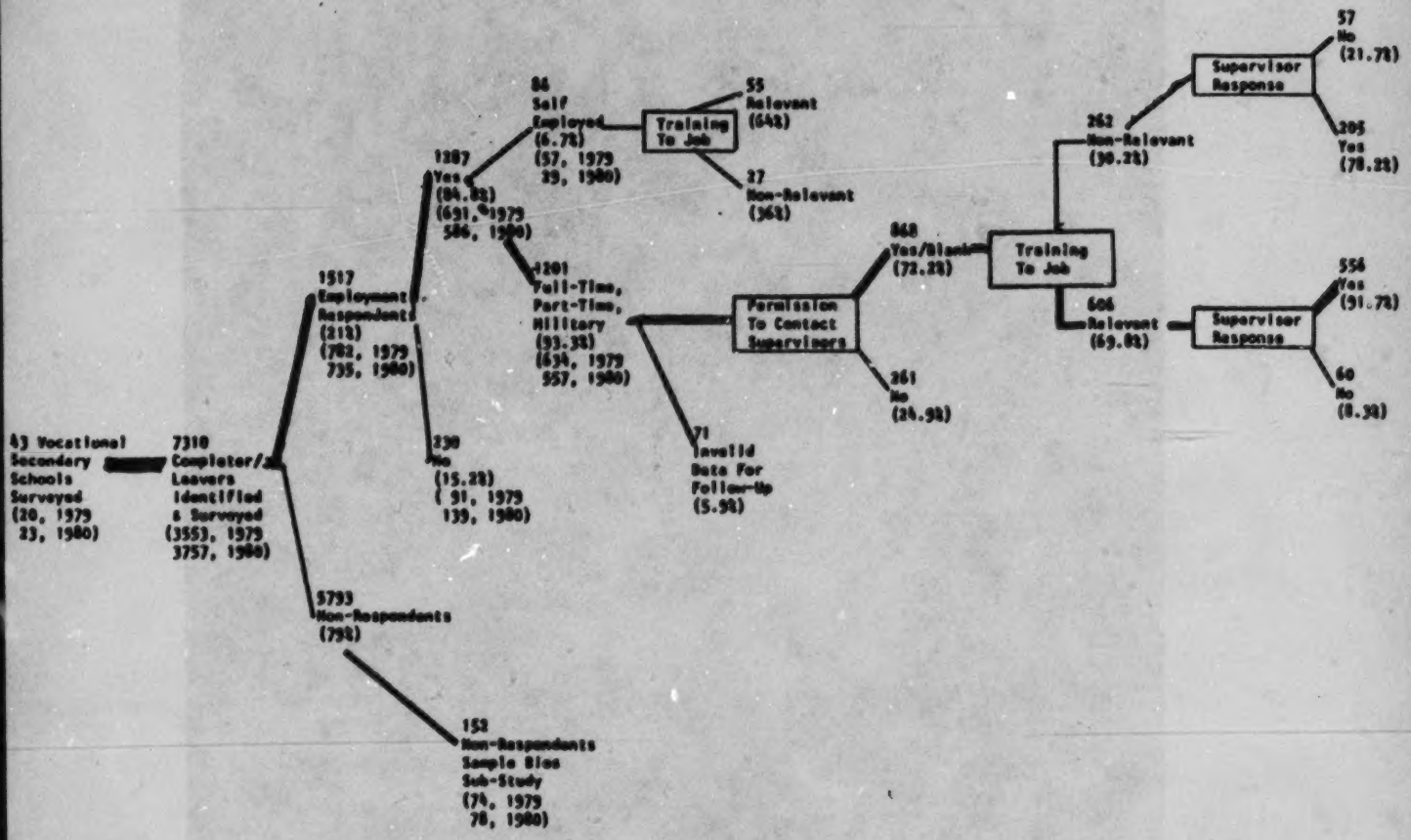
FORM STATEWIDE PROJECT ADVISORY COMMITTEE AND DOCUMENT DEVELOPMENT

In late March of 1982, when TDR was awarded the Massachusetts Employer Satisfaction Study, work began on the development of data forms which would fulfill both the NCES/VEDS requirements and the additional information needs of the Division of Occupational Education of the Department of Education. Simultaneous with this effort, a Statewide Advisory Committee was recruited to help with the review of these forms, the clarification of study goals and objectives and, throughout the life of the study, interpretation of study findings, and a critical review of study processes. This committee consisted of eleven (11) members representing the Massachusetts Department of Education, the Massachusetts Department of Manpower Development, the labor sector, vocational/technical schools and programs, vocational/technical students, the Massachusetts Association of Vocational School Administrators (MAVA), post-secondary schools, and community organizations. They met in early May, mid-June, and October of 1982, and early February, 1983.

COLLECTION OF DATA FROM THE VOCATIONAL TECHNICAL HIGH SCHOOLS

The original study plan called for TDR to collect data on completer/leavers from 46 schools. However, on the suggestion of the Advisory Committee and the Department of Education, two schools were removed from the sample. The remaining 44 schools were divided into two groups, one representing the Class of 1979 (20 schools) and the other the Class of 1980 (24 schools). Once the school data forms were reviewed and finalized by the Advisory Committee, they were mailed with a set of instructions to the Superintendent/ Directors of these 44 schools, along with a cover letter from Dr. David Cronin, the Associate Commissioner, explaining the study (see Appendix A). This mailing took place early in May and a week later all 44 schools were contacted by telephone to determine: a) if the materials had been received; b) who would be responsible for their completion; and c) if there were

FIGURE 2: SCHEMATIC DIAGRAM OF THE TDR/MASSACHUSETTS EMPLOYER SATISFACTION SURVEY DESIGN AND RESPONSE PROFILE


43 Vocational Secondary Schools Surveyed (20, 1979 23, 1980)
7310 Completer/Leavers Identified & Surveyed (3553, 1979 3757, 1980)
1517 Employment Respondents (21%) (782, 1979 735, 1980)
1287 Yes (84.8%) (691, 1979 596, 1980)
86 Self Employed (6.7%) (57, 1979 29, 1980)
Training To Job
55 Relevant (64%)
27 Non-Relevant (36%)
1201 Full-Time, Part-Time, Military (93.3%) (634, 1979 557, 1980)
230 No (15.2%) (91, 1979 139, 1980)
Permission To Contact Supervisors
71 Invalid Data For Follow-Up (5.9%)
868 Yes/Blank (72.2%)
261 No (24.9%)
Training To Job
262 Non-Relevant (30.2%)
606 Relevant (69.8%)
Supervisor Response
57 No (21.7%)
205 Yes (78.2%)
Supervisor Response
556 Yes (91.7%)
50 No (8.3%)
5793 Non-Respondents (79%)
152 Non-Respondents Sample Bias Sub-Study (74, 1979 78, 1980)

any questions or problems. Through these telephone conversations, and subsequent visits to some of the schools to collect data, it was learned that the data were not easily obtained from past reports submitted to the Massachusetts Department of Education because of changes in reporting procedures. Furthermore, many schools did not have computerized information on currently enrolled students or completer/leavers. Because of the delays created by these problems the one-month deadline for receipt of the data was extended by several weeks. This timetable revision resulted in the receipt of data on approximately 7,800 completer/leavers from 43 of the 44 schools.

Upon receipt, these school data forms were screened for completeness, coded and batched for development of a computerized bulk mailing list. During the screening process approximately 7% of the data were screened out mainly because students were deceased, addresses were unknown or, in the case of many females, the students had gotten married upon graduation and were presently working as homemakers. This screening-out process left a total of 7,310 eligible completer/leavers.

COLLECTION OF DATA AND PERMISSION FROM COMPLETER/LEAVERS

With the assistance of the Advisory Committee a completer/leaver questionnaire and cover letter were finalized (see Appendix A,p 82ff). It was decided to label the project, "1982 Massachusetts Job-Prep Study", and a final draft of the cover letter and questionnaire were administered to a pilot sample of five vocational/technical "completers", using this name. After a few minor revisions the questionnaire and cover letter were mailed to 3,553 students from the Class of 1979 and 3,757 students from the Class of 1980 (7,310 total). On the recommendation of the Project Advisory Committee and staff from the Department of Education this mailing took place in September, 1982 rather than late July in order to increase the return rate. This

completer/leaver mailing included a personally addressed envelope; a personalized cover letter, individually signed by the project director; a one-page two-sided questionnaire containing a five-digit identification code; and a pre-paid return envelope (see Appendix A, p. 85-87). Two weeks after this mailing a follow-up reminder/thank you postcard was mailed to the 7,310 completer/leavers. This served as a reminder to those who had not yet returned the questionnaire and a thank you for those who had (see Appendix A, p. 92).

Completed questionnaires were returned by 1,517 completer/leavers, 774 from the Class of 1979 and 743 from the Class of 1980. This represents a response rate of 21% (see Figure 2, p. 7). Approximately 45 of the respondents had removed the identification number from their questionnaires and could not be assigned to either a class year or school. Of the 1,517 completed questionnaires 1,131 represented regional vocational/technical schools and 362 represented urban vocational schools.

These 1,517 questionnaires were screened for completeness and coded. The data were then merged with the data received from the schools and a computerized bulk mailing list of supervisors was developed.

CONDUCT A SAMPLE BIAS STUDY

In October of 1982, a survey was conducted on 152 completer/leavers who did not return the questionnaire. This group was randomly selected from the 5,793 non-respondents to provide a sample for a response bias sub-study. The purpose of such a study is to determine how much and in what ways the response group (N = 1,517) might differ from the larger non-response population (N = 5,793). A survey protocol and interview instrument were developed with the review and approval of the Advisory Committee. This instrument was developed to collect data on individual employment and educational characteristics of this sub-sample of non-respondents (see

Appendix A, p. 88).

The randomly selected non-respondents were contacted by telephone and data were collected. These data were analyzed and compared to the response group. In addition, every third non-respondent was asked permission verbally to contact his or her supervisor/employer. Of this group 38 agreed. These supervisors were contacted by phone and ratings were collected. Since no written permission was obtained from the completer/leavers these data were used for comparison purposes only and are not contained in the tables or results of this report.

CONDUCT A SUPERVISORS' SURVEY IN ACCORDANCE WITH NCES/VEDS PROCEDURES

With the help of the Advisory Committee a supervisor cover letter and questionnaire were developed, pilot tested with a group of seven (7) managers and supervisors, and finalized (see Appendix A, p. 90-91). The letter and questionnaire contained the name and study identification number of the completer/leaver who had identified that supervisor. The supervisor questionnaire package containing the cover letter, completer/leaver encoded questionnaire, and a pre-paid envelope were mailed to approximately 950 supervisors/employers of the completer/leavers in late October and early November, 1982.

In accordance with the NCES/VEDS procedures, only supervisors of completer/leavers who had voluntarily given permission to TDR on the completer/leaver questionnaires could be contacted. Of these supervisors (N = 868), 30% supervised employees (completer/leavers) who were not employed in a job related to their secondary vocational training. The remaining 70% (N = 606) did supervise completer/leavers employed in a job related to their secondary vocational training. While the NCES/VEDS procedures require ratings from only the supervisors of completer/leavers employed in an occupation related to their training, it was decided to collect data on both groups

for analysis and comparison.

Two weeks after the supervisors' questionnaires were mailed, a reminder/thank you follow-up postcard was mailed to all supervisors. By mid-December, 1982 TDR received approximately 460 responses from supervisors. A telephone protocol was developed in late December and on January 4, 1983, all supervisors who had not replied by the end of 1982 were contacted and interviewed by phone. This procedure increased the response rate to 775. However, it was difficult tc contact supervisors in large companies or manufacturing plants. Both mail and telephone calls tended to be forwarded to personnel offices where staff had little or no knowledge of the particular completer/leaver or their vocational school program. Through a combination of mailings, follow-up postcards and follow-up telephone interviews, TDR was able to achieve a 92% response rate for all identified supervisors of completer/leavers employed in a job related to their vocational training.

III. METHODOLOGY

In selecting a methodology for the data collection and analysis of employer satisfaction ratings of vocational secondary school completer/leavers several factors received careful consideration. Primary among these were:

. the NCES/VEDS reporting requirements which called for:

- frequencies and mean ratings of five training variables by supervisors of completer/leavers employed in a job related to their training (NCES Form 2404-8, Part A)

- frequencies and mean ratings of training by supervisors according to completer/leavers' sex and race/ethnicity (NCES Form 2404-8, Part B)

- frequencies and mean ratings of training by supervisors according to the completer/leavers' status (NCES Form 2404-8, Part C)

. compliance with NCES, Department of Education, and HHS procedures with respect to completer/leavers' permission to contact their employer/supervisors (see Appendix A, p. 77)

- voluntary identification of sex, race/ethnicity, and special needs status of an individual (this last area was dropped from the study on the advice of the Statewide Project Advisory Committee)

. anonymity and confidentiality of data collected

- from schools
- from completer/leavers
- from supervisors of completer/leavers

. sample validity

. ease of response to the study's information needs by schools, completer/leavers, and supervisors in order to optimize the response rate from all three groups

. merging and cross validation of data between the school, completer/leavers, and employers/supervisors

In addition, the methodological design had to account for the selection and assignment of two sub-populations (completer/leavers from the Class of 1979 and completer/leavers from the Class of 1980) in a way that would

avoid selection bias.

The foregoing considerations influenced the methodological design and subsequent analysis. Four discrete steps were involved in the methodology:

- sample selection and assignment;
- instrument development and data file construction;
- a Sample Bias Sub-Study; and
- a data analysis plan which would satisfy the NCES/VEDS requirements, and provide important, useful information to the Massachusetts Division of Occupational Education, the vocational school personnel, and various stakeholder groups in the Commonwealth.

SAMPLE SELECTION AND ASSIGNMENT

The selection of a sample was prescribed by the Request for Proposals:

> The sample of schools should be limited to the 46 selective secondary schools (see attached list [Appendix A, p. 80]). One half of the schools should be contacted concerning the Class of 1978-1979, the remaining schools should be contacted concerning the Class of 1979-1980.
>
> (RFP 81-131, pp. 3-4)

Thus, the RFP called for data on members of the Class of 1979 from a sample of 23 vocational secondary schools and data on members of the Class of 1980 from a sample of 23 different vocational secondary schools. Information was required on approximately 9,000 completer/leavers from the Classes of 1979 and 1980.

From the original sample of 46, two schools were removed at the suggestion of the Advisory Committee and the Division of Occupational Education. These schools had not produced graduates for the school years being studied. Each school on the RFP listing was given a number, in order of appearance, from 1 to 46. Then, using the school year being studied and a table of random numbers, the sample schools were assigned to one of two groups--one representing the Class of 1979 and the other the Class of 1980.

After the two lists were completed, the schools were reassigned two-digit identification numbers: 0-22 for those schools from which information on completer/leavers from the Class of 1979 were to be collected; 50-72 for those from which 1980 completer/leaver data would be collected. As the study progressed, one school requested reassignment from the 1979 group to the 1980 group (School 73). This was done because that school had its first graduation with the Class of 1979 and felt that it would be more informative if data from its second graduating group was used. Finally, one school in the 1979 sample did not respond to the request for student information and was not included in the study. The sample therefore had twenty schools representing 1979 and twenty-three schools representing 1980.

INSTRUMENT DEVELOPMENT AND DATA FILE CONSTRUCTION

The development of school, completer/leaver, and supervisor forms has been discussed above, in Section II (pp. 8 - 11). The school forms and questionnaires were designed to be brief, concise, and easily lend themselves to coding. To this end each of the instruments included in this study were developed, discussed with the Project Advisory Committee, pilot tested on a group of five or more completer/leavers and supervisors, analyzed and refined for use in the study (Appendix A, p. 85, 87, and 91). Further details and procedures of the questionnaire, mailings, and follow-up are discussed above in Section II (pp. 8 - 11).

The school data form (Appendix A, p. 83) became the basis for all the subsequent information collected. It contained the completer/leavers' name, address, and phone number, six digit Occupational Training Code, completer/leaver status (1-4), placement at time of graduation (1-4), and six digit job placement code (using the O.E. Training Codes). From these

forms, the data file was constructed into which all completer/leaver and supervisor data were added.

The data file is essentially a 3 card, 155 column file containing all information from school forms (with the exception of address, phone number and job placement), and completer/leaver and supervisor questionnaires. Card 1 (columns 1-80) contains school and completer/leaver data, Card 2 (columns 1-62) contains completer/leaver data, and Card 3 (column 1-13) contains employer/supervisor responses.

A basic five digit identification code was developed (Card 1-3, column 1-5) which was assigned to each completer/leaver. The first two digits identify the school (01-22;50-73) and the remaining three digits (001-999) identify the individual completer/leaver in that particular school. Thus, 06033 would identify completer/leaver number 33 from school 06 (Class of 1979). This five digit number was encoded on each completer/leaver questionnaire and the same number was encoded on that completer/leaver's supervisor's questionnaire. In this way data was matched and merged for analysis of completer/leaver and supervisor responses. Similarly, anonymity and confidentiality have been maintained for schools, completer/leavers, and employers/supervisors participating in the study.

SAMPLE BIAS SUB-STUDY

Of the 7,310 completer/leavers, only 1,517 returned questionnaires. This yielded a response rate of approximately 21%. In order to determine the nature of possible response sample bias, follow-up telephone interviews were conducted with 152 non-respondent completer/leavers, and 38 of their supervisors. The 152 non-respondents were selected at random from the total non-respondent population (N = 5,793), using a computer to generate a list of 200 five digit I.D. numbers selected randomly.

A non-respondent protocol and interview instrument was developed and encoded with the completer/leaver's individual identification number. The interview instrument was coded to include the six digit Occupational Training Code, compiled and analyzed against the respondent population for significant differences using cross tabulations and Chi-Square (X^2) test for significance. Similarly, every third non-respondent was asked permission to contact his/her employer/supervisor. Thirty-eight employers/supervisors were contacted by telephone and asked each of the five questions contained on the supervisors' questionnaire. These supervisors' responses were coded, compiled, and analyzed against the respondent supervisor population for significant differences using frequencies, means, and F Tests for significance using the analysis of variance (ANOVA) procedure. Through this procedure, no significant differences were found between the respondent and non-respondent populations, with the exception of those for completer/leavers discussed below.

DATA ANALYSIS PLAN

The data for this study were analyzed in steps, each step being used to plan the details and refine each successive step. All returned forms and questionnaires were hand-coded for occupational training code, individually screened for completeness, and key punched onto 80 column data cards using 40% verification for completer/leavers and 100% for supervisors. Then the completer/leaver and supervisor data were merged into the data file (see above). The first step in the analysis was to produce a complete listing of the data file for inspection, to eliminate respondent units with inaccurate or missing data, set responses, or multiple responses possibly missed in the hand-screening. From the resulting file the analysis proceeded as follows:

1. For all data files (complete: completer/leaver with matching supervisor; and incomplete completer/leaver only) (N = 1,517)

a. Frequencies and percent distributions were calculated for all items (except company and supervisor names and addresses)

b. Means and standard deviations were calculated for all scales

- technical knowledge
- work attitude
- work quality
- overall rating
- relative preparation
- academic preparation
- number of jobs
- time unemployed
- time on job

c. Frequencies and distributions on all items (as in "a" above) by completer/leavers' current employment status

- full time, part time, military (N = 1,201)
- unemployed (N = 230)
- self employed (N = 86)

d. Frequencies and distributions on all items by completer/leavers' job placement
- related to training (N = 661)
- not related to training (N = 289)

e. Frequencies and distributions on all items by completer/leavers' race/ethnicity, sex, and employment

f. Cross tabulations, plus Chi-Square tests for significant differences on all items by completer/leavers'

- sex
- race/ethnicity
- employment status
- job placement
- Occupational Training Category
- school characteristics (class year, school type, and school)

g. analysis of variance on all scale items by completer/leavers'

- sex
- race/ethnicity
- job placement
- Occupational Training Category
- school characteristics

2. For all complete files, those containing completer/leaver data and matching supervisor data (N = 775)

   a. Frequency distributions on all items (except names and addresses) by completer/leavers' job placement

      - related to training (N = 556)
      - not related to training (N = 216)

   b. Cross tabulations and Chi-Square tests for significant differences on all items by

      - response group (completer/leavers and supervisors)
      - job placement

   c. Analysis of variance on all scale items by

      - response group
      - job placement

      By completer/leavers'

      - sex
      - race/ethnicity
      - Occupational Training Code
      - school characteristics

   d. Correlation analysis of responses to five training items by matched respondents (completer/leavers with supervisors)

   e. Analysis of variance on similar items (the five training items) by response groups

      - supervisor ratings

      With

      - completer/leaver ratings

All analyses were conducted in accordance with standard statistical methods and procedures. The above computations of statistical analysis were performed at the Office of Information Technology, Harvard University, and were run on SAS (Statistical Analysis System). The results of these steps are discussed below in Sections IV and V.

IV. DESCRIPTION OF THE COMPLETER/LEAVER AND SUPERVISOR DATA

This section will present a description of the data collected from participating completer/leavers (N = 1517), and supervisors (N = 775). The discussion of the completer/leaver data (Table 1, p. 20) will focus on:

1. Individual characteristics of the respondents by race/ethnicity and sex.
2. The distribution of responses on employment status
3. Their current school enrollment status
4. The relationship between their current job and their vocational training
5. The responses to the six questions relating to their vocational/academic preparation

The response of three sub-groups of this sample will be discussed separately: completer/leavers currently working in their area of vocational training (Table 2, p. 24); and self employed completer/leavers (Table 3, p. 28), and non-respondents (Table 4, p. 31).

Finally, the supervisor data will be described in terms of 1) the basis on which they answered the questions and 2) their responses to the five study questions (see Table 5, p. 33). Again, a sub-sample of supervisors of completer/leavers working in their area of training will be discussed separately (Table 6, p. 36).

COMPLETER/LEAVERS

As mentioned in Section II, page 8, the 7,310 completer/leavers identified through the school data forms were mailed personalized cover letters and questionnaires. Of these 7,310 potential participants, 1,517 or 21% returned completed questionnaires.

Table 1

1982 Massachusetts Job-Prep Study
Completer/Leaver Questionnaire
(N = 1517)

		(N)	%
1.	Are you currently employed?		
	a. YES, full-time job	1132	75
	b. YES, part-time job (less than 35 hours)	110	7
	c. YES, full-time military service	45	3
	d. NO, unemployed	230	15
	If unemployed, how long have you been unemployed?		
	a. less than 6 months	131	43
	b. 6 - 12 months	74	23
	c. more than one year	101	33
2.	How many jobs have you had since you left school, including your current job if you are employed?		
	a. none	27	2
	b. one job	474	30
	c. two jobs	484	32
	d. three jobs	288	19
	e. four or more jobs	246	16
3.	Are you self-employed?		
	a. Yes, I work for myself	86	7
	b. No, I work for someone else	1181	93
8.	Is this job related to your field of high school vocational training?		
	a. Yes, it is directly or closely related	868	67
	b. No, it is hardly or not at all related	424	33
	If you answered no, indicate the reasons.		
	a. Could not find employment in my field	85	20
	b. Found better paying job in another field	91	22
	c. Current job temporary while I continue my education	55	13
	d. Preferred job in non-related field	88	21
	e. High school vocational training program did not prepare me for job in field of study	28	7
	f. Other	72	17

Table 1: (continued)

9. What is your overall rating of the high school vocational training that you received as it related to the requirements of your job?

(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
Very Good		Good		Neutral		Poor		Very Poor	
541	42	485	38	183	4	47	4	31	2

10. How would you rate your training compared to other employees in your work group who did not attend a vocational technical school?

	(N)	%
a. No basis for comparison (I can't compare)	---	--
b. I am better prepared	677	77
c. Both are about the same	173	20
d. I am less prepared	28	3

11. Thinking back to your high school vocational training program, please rate the training that you received in the following areas.

	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
	Very Good		Good		Neutral		Poor		Very Poor	
Technical Knowledge	660	44	626	42	152	10	42	3	12	.8
Work Attitude	591	39	676	45	209	14	29	2	12	.8
Work Quality	679	45	629	41	166	11	28	2	14	.9

12. What is your overall rating of the academic training that you received in high school?

(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
Very Good		Good		Neutral		Poor		Very Poor	
342	23	675	44	348	23	119	8	31	2

13. Are you currently attending school?

	(N)	%
a. Yes, full-time school	143	9
b. Yes, part-time school	227	15
c. No, not at all	1147	76

14. I am:

a. Male	1068	70
b. Female	449	30

15. Racial Ethnic Origin

a. American Indian or Alaskan Native	33	2
b. Asian American or Pacific Islander	1	.1
c. Black, NOT of Hispanic Origin	16	1
d. Hispanic	18	1
e. White, NOT of Hispanic Origin	1415	95

The majority of the respondents were white (95%) and male (70%); of the minority respondents, the total number of American Indians (22%) was slightly less than the combined number of Asian Americans (.1%), Blacks (1.1%), and Hispanics (1.2%).

While the majority of the respondents (75%) are employed full time, 7% are employed part time and 3% are in full time military service. A relatively small number of respondents (7%) are currently self employed.

More than twice this number of respondents, 230 or 15% of the sample, are currently unemployed. Half of the unemployed respondents (43%) have been unemployed for less than six months; approximately one-fourth (23%) have been unemployed 6 - 12 months and 33% have been without a job for over one year. Almost one-fourth the sample (370) report they are enrolled in school either full time (9%) or part time (15%).

In answering the VEDS questions, there were 868 respondents (67% out of 1,292 answering this question) who said their current job is related to their field of vocational training. The reasons given by those 423 respondents (33%) who were not in a training-related job were fairly evenly distributed among "couldn't find employment in my field" (20%); "found better paying job in another field" (22%); and "preferred job in non-related field" (21%). Only 7% of those answering this question feel they were not prepared for a job in their field of training. Another 13% of the respondents indicated their current job was temporary.

Completer/leavers were then asked about their vocational training. When rating their overall training as it related to the requirements of their current job, 80% of the respondents rated their training good (38%) to very good (42%). Only 6% felt their training was poor (4%) or very poor (2%) and 14% were neutral in their feelings.

It is interesting to note that almost half of those surveyed (639

out of 1,517) feel they had no basis for comparing their training with the training received by other co-workers with similar jobs who did not attend a vocational/technical school. However, of those who did make the comparison, 77% felt they were better prepared for their jobs, 20% felt co-workers were equally prepared, and only 3% felt they were less prepared than co-workers.

When asked about specific aspects of their training, over 80% of the respondents rated their training in technical knowledge (86%), work attitude (84%), and work quality (86%) good to very good. Less than 1% felt their training was very poor in any of these areas. Two percent (2%) felt their training in the areas of work attitude and work quality was poor and 3% of the respondents felt their training in the area of technical knowledge had been poor. In each of these three areas there were 10% (technical knowledge) to 14% (work attitude) of the respondents who felt neutral about these aspects of their vocational training.

Completer/Leavers Currently Employed in Their Field of Training

As mentioned above (p. 20), 868 or 67% of the completer/leaver respondents indicated that they were employed in an occupation related to their vocational training (see Table 2, p. 24, and Appendix A, p. 87, Question 8). An examination of the responses from this group indicates higher ratings on training and higher levels of employement by these completer/leavers. While this group does not differ significantly in its composition or response in terms of sexual make up, ratings of academic preparation, or levels of self employment, responses from these completer/leavers were signficiantly higher ratings (where $P < .05$) in work attitude (87% good or very good versus 82% in non-related), work quality (91% good or very good versus 84%), technical knowledge (91% good or very good versus 78%), overall rating (81% good or very good versus 55%), and relative preparation (82% responded "better prepared" versus 60%) for completer/leavers in training non-related occupations.

Table 2

Completer/Leaver Responses Based On Reports Of
The Relationship Between Current Job and Vocational Training
(Distribution and Significant Differences)

Variable	Training Related (N = 868) Frequency	Percent	Training Non-Related (N = 418) Frequency	Percent
Sex				
Male	638	73.5	219	69.2
Female	230	26.5	131	30.9
Race/Ethnicity**				
American Indian, etc.	14	1.6	12	2.9
Asian American	1	.1	0	.0
Black	0	.0	11	2.7
Hispanic	8	.9	5	1.2
White	830	97.3	387	93.3
Employment**				
Full-Time	770	90.4	319	76.3
Part-Time	51	6.0	56	13.4
Military	16	1.9	26	6.2
Unemployed	14	1.7	17	4.1
Number of Jobs Since School**				
None	12	1.4	6	1.4
One	305	35.5	84	20.0
Two	295	34.3	132	31.4
Three	147	17.1	104	24.7
Four or more	100	11.6	95	22.6
Time on Job**				
Under 6 months	124	14.7	92	22.6
6 - 12 months	111	13.1	78	19.2
Over 12 months	602	71.2	235	57.7
Self-Employed				
Yes	59	7.0	22	5.5
No	780	93.0	380	94.5
Technical Knowledge**				
Very Poor	2	.2	6	1.4
Poor	15	1.7	17	4.1
Neutral	64	7.4	67	16.1
Good	367	42.3	171	41.1
Very Good	419	48.3	154	37.2

Table 2: (continued)

	Training Related		Training Non-Related	
	Frequency	Percent	Frequency	Percent
Work Attitude*				
Very Poor	2	.2	6	1.4
Poor	9	1.0	10	2.4
Neutral	98	11.4	58	13.9
Good	405	46.9	183	43.9
Very Good	350	40.5	160	38.4
Work Quality*				
Very Poor	4	.5	5	1.2
Poor	14	1.6	9	2.2
Neutral	62	7.2	53	12.7
Good	376	43.5	171	40.8
Very Good	408	47.2	180	43.0
Overall Rating**				
Very Poor	6	.7	2	6.1
Poor	11	1.3	24	8.9
Neutral	63	7.3	35	29.1
Good	341	39.5	115	32.9
Very Good	443	51.3	130	22.5
Relative Preparation**				
Less Prepared	8	1.2	18	8.9
Same	109	16.6	62	30.7
Better Prepared	540	82.2	122	60.4
Academic Preparation				
Very Poor	8	.9	12	2.9
Poor	60	7.1	37	9.0
Neutral	80	21.1	85	20.6
Good	400	46.8	189	45.8
Very Good	207	24.2	88	21.3
Currently Attending School**				
Full-Time	46	5.4	41	9.8
Part-Time	163	19.0	53	12.6
No	650	75.7	326	77.6

Table 2: (continued)

	Training Related		Training Non-Related	
	Frequency	Percent	Frequency	Percent
Occupational Cluster Code				
01	27	3.1	17	4.0
04	34	3.9	22	5.2
05	2	.2	3	.7
07	52	6.0	15	3.6
09	8	.9	20	4.8
10	2	.2	0	.0
11	2	.2	2	.5
14	59	6.8	16	3.8
16	17	2.0	4	1.0
17	646	74.7	316	75.1
Sample Year*				
1979	483	56.0	208	49.5
1980	379	44.0	212	50.4
City/Regional				
Regional	660	76.0	317	75.0
City	208	24.0	106	25.0
Written Comments				
Positive	58	65.9	35	66.0
Negative	30	34.1	18	34.0

Asterisk (*) indicates significant differences
* = $P < .05$
** = $P < .01$

In other respects, this group differs significantly ($P < .01$) from the training non-related group in other individual and employment characteristics. The racial/ethnic breakdown of the two groups differs, particularly with regard to minority representation.

In rating their academic preparation, there was a shift in the responses. This is best reflected in the mean responses as indicated in Table 2, page 21. While the majority of respondents rated their academic preparation as "good" (46%) or "very good" (23%), a significantly larger group (21%) were neutral, and 10% of the respondents indicated it was poor (8%) or very poor (2%). These ratings seem to suggest that completer/leavers consider academic preparation in vocational schools as generally good, but they do not rate it as positively as other aspects of their secondary education.

It should be noted that responses from completer/leavers currently employed in jobs not related to their training and those completer/leavers who reported being currently unemployed were generally high and positive. The responses from those completer/leavers in an occupation related to their training were significantly higher, but this reflects a difference in degree rather than a difference in the kind of responses received.

Self Employed Completer/Leavers

A small group of the respondents (86 or 7%) indicated they were self employed. As such, they were ineligible for inclusion in the supervisors' survey, since they were, in effect, their own supervisors. However, being their own supervisors, they provided an interesting sub-sample to examine. As a group, they differ from the responding population in several ways. In terms of sexual make up, they are 89% male as compared to 75% male for the total group. In terms of racial/ethnic breakdown they are 89% white, 7% American Indian, 2% Hispanic, and 1% Black.

Table 3

Responses Of Self Employed Completer/Leavers
And On Job Preparation And Employment Variables
(N = 86)

Variable	(N)	Percent
Sex:		
Male	75	89.3
Female	10	10.8
Race/Ethnicity:		
American Indian, etc.	6	7.1
Black	1	1.2
Hispanic	2	2.4
White	76	89.3
Number of Jobs Since School		
One	21	24.7
Two	26	30.6
Three	22	25.9
Four or more	16	18.8
Job Related To Training		
Yes	58	72.5
No	22	27.5
Overall Rating		
Very Poor	1	1.2
Poor	3	3.6
Neutral	8	9.6
Good	27	32.5
Very Good	44	53.0
Relative Preparation		
No Basis	20	24.4
Less Prepared	2	2.4
Same	6	7.3
Better Prepared	55	65.6
Technical Knowledge		
Neutral	9	10.7
Good	27	32.2
Very Good	49	57.1

Table 3: (continued)

Variable	(N)	Percent
Work Attitude		
Neutral	10	11.0
Good	38	45.8
Very Good	36	43.4
Work Quality		
Very Poor	1	1.2
Poor	1	1.2
Neutral	5	4.8
Good	32	38.0
Very Good	46	54.8
Academic Preparation		
Poor	10	11.3
Neutral	19	22.3
Good	38	45.6
Very Good	18	20.8
Comments		
Generally Negative	6	60.0
Generally Positive	4	40.00
Class Year		
1979	57	62.9
1980	29	37.1

The employment experience of this group appears similar to that of the larger population with 47% having three or more jobs since ending their secondary education. This group appears to be engaged in jobs and businesses for which they were trained to the same degree as the larger population: 73% are in training related occupations and 27% are in training non-related fields.

In terms of rating the five aspects of their vocational training, this group is significantly more positive than the total respondent group or those supervised completer/leavers currently employed in a training related field. In the area of academic preparation, self employed completer/leavers were slightly, though not significantly, less positive about this aspect of their education. One-third (34%) of the self employed respondents rated academic preparation either "neutral" or "poor", 46% rated it "good" and 21% rated it "very good".

Non-Respondents

As was discussed in Section II, page 9, a Sample Bias Study was conducted by telephone on 152 completer/leavers who did not respond to the questionnaire. This group was randomly selected from the 5,793 completer/leavers who did not return a completed questionnaire. The individual, employment, and educational characteristics of this sub-sample parallel those of the completer/leaver respondent group with only one exception. Data from this sub-sample indicated a significantly lower number were currently attending school either full or part time.

The vast majority of the non-respondents surveyed were white (98%) and male (70%). Examination of the data from this sub-sample reveals little difference between these. The unemployment rate is 16%, and of those employed 72% are employed full time and 9% are employed part time. Again, relatively small numbers are self employed (3%) or in full time military service (3%).

Table 4

A Comparison of Respondents and Non-Respondents By Gender, Ethnicity and Employment Characteristics (Values Expressed as Percents)

	Respondents (N = 1517)	Non-Respondents (N = 152)	Chi-Square Probability
Sex:			1.00
Male	70.4	70.4	
Female	29.6	29.6	
Ethnicity:			.14
American Indian, etc.	2.2	0.0	
Asian American	.7	0.0	
Black	1.1	.7	
Hispanic	1.2	1.3	
White	95.4	98.0	
Employment:			.91
Full-Time	74.6	72.2	
Part-Time	7.3	8.1	
Military	3.0	3.3	
Unemployed	15.2	15.9	
Number of Jobs:			.60
None	3.4	3.5	
One Job	29.5	33.6	
Two Jobs	31.9	32.2	
Three Jobs	19.0	18.4	
Four + Jobs	16.3	11.8	
Time Unemployed:			.65
Under 6 months	43.0	41.7	
6-12 months	23.3	16.7	
Over 12 months	33.8	41.7	
Self-Employed:	6.8	3.2	.08
Currently In School:	24.4	14.7	.00**

* = $P < .05$
** = $P < .01$

The sub-sample does vary somewhat from the data sample in two areas: time unemployed and school enrollment status. Of the 24 non-respondents who said they are currently unemployed, 42% have been unemployed less than six months, 17% for 6 - 12 months, and 42% have been unemployed more than a year. In the respondent sample 43% have been unemployed less than six months, 23% for 6 - 12 months, and approximately one-third have been out of work for over a year. The school enrollment figure for the respondent sample is approximately 25%, whereas only 15% of the non-respondent sub-sample indicate they are currently attending school.

SUPERVISORS

A questionnaire and cover letter were mailed to all supervisors of the 868 completer/leavers who gave us permission to do so. These supervisors were asked to rate the training received by the specified completer/leaver employee and to indicate the basis on which the ratings were being made (Table 5, p. 33).

Of the 868 questionnaires mailed data were obtained from 775 supervisors, a response rate of 89%. The majority of the respondents (72%) supervise completer leavers who are employed in a job related to their occupational training. The remaining 26% were identified as supervisors of completer/leavers who are employed in a job outside their area of occupational training. Of the total supervisor sample, 57% indicated they were providing information only on the basis of the employee's job performance. Few (3%) answered the five study questions only on the basis of first-hand knowledge of the employee's vocational school program, and 40% answered on the basis of both knowledge of the vocational school program and the employee's job performance.

The ratings of the total group of supervisors were very positive, with 77% rating the overall training received by these former vocational

Table 5

1982 Massachusetts Job-Prep Study
Supervisor Questionnaire

1. The effectiveness of a person's training can be rated on the basis of first-hand knowledge of their vocational high school program, or observing their performance on the job. On what basis will you be answering questions 2-4 below?

	(N)	%
a. ONLY on first hand knowledge of the employee's vocational school program	21	3
b. ONLY as reflected in the employee's job performance	437	57
c. BOTH on knowledge about the vocational school program AND the employee's job performance	308	40

2. Please rate the vocational training received by this individual in the following areas:

	(N) Very Good	%	(N) Good	%	(N) Neutral	%	(N) Poor	%	(N) Very Poor	%
a. Technical Knowledge	274	36	321	43	146	19	11	1	3	.4
b. Work Attitude	421	55	237	31	84	11	20	3	1	.1
c. Work Quality	390	51	285	38	94	10	10	1	1	.1

3. What is your overall rating of the vocational training received by this individual as it relates to the requirements of his or her job?

(N) Very Good	%	(N) Good	%	(N) Neutral	%	(N) Poor	%	(N) Very Poor	%
296	39	288	38	155	20	16	2	6	.8

4. As a result of this person's vocational training how would you rate his or her preparation in relation to other employees in his or her work group who did receive such training:

	(N)	%
a. No basis for comparison	193	25
b. Individual is better prepared	434	55
c. Both are about the same	129	17
d. Individual is less prepared	23	4

5. How closely do you get to observe this individual's job performance?

	(N)	%
a. Nearly all the time	582	75
b. Half the time	132	17
c. Once in a while	49	6
d. Very seldom or never	12	2

school students as "good" (38%) to "very good" (39%). Few (3%) felt it was "poor" or "very poor", and 20% felt neutral on this question.

In terms of specific areas of training, the majority of the supervisors (79%) felt training in technical knowledge was "good" (43%) to "very good" (36%). Few (1%) felt it was "poor" and even fewer (.4%) felt it was "very poor". However, a relatively large number (19%) were neutral on this question.

Again, in the area of work attitude few (3%) felt it was "poor" or "very poor" (.1%) and the vast majority (86%) rated training in this area "good" (31%) to "very good" (55%). A somewhat smaller number of supervisors (11%) were neutral on this question than on the question of technical knowledge.

The same pattern held true in the ratings of work quality. An even larger majority of respondents (89%) rated training in this area "good" (38%) to "very good" (51%), and the lowest negative ratings, "poor" (1%) and "very poor" (.1%) were to be found in this area. The smallest number of neutral responses (10%) were also given to this question.

Consistent with the high ratings by the supervisors in these three specific areas of vocational training were the ratings on the training received by their vocational school employees as compared with that of other employees performing the same type of work. While a significant number of supervisors (25%) indicated that they had no basis for comparing an employee trained at a vocational/technical school with one who had not had such training, those who did make the comparison (585, 55%) felt the employee with vocational training was better prepared than other employees performing similar jobs. Few of the supervisors (4%) felt the employees with vocational school training were less prepared and 17% felt they were equally prepared.

Supervisors Of Training Related Completer/Leavers

An examination of the responses of those supervisors of completer/leavers

working in a field related to their area of occupational training (N = 556) reveals several significant differences. We hasten to add that these are, for the most part, differences in degree rather than in kind (see Table 6, p. 36). This group of supervisors indicates a greater knowledge of the vocational school program. While few (2.7%) based their ratings on the school program only and the majority (52%) based it on completer/leavers' job performance only, a larger group (45.5%) indicated they were making their ratings both on knowledge of the school program and job performance.

In rating the five areas of job training and/or performance, the supervisors or completer/leavers in their field of training were consistently higher in their assessments than supervisors of completer/leavers in training non-related occupations. Again, both groups were overwhelmingly positive; the training related supervisor group was merely more so. In terms of technical knowledge only 17.4% rated their employees' training/performance as neutral or below. Over 44% rated this area as "good" and 38.4% rated it as "very good".

With regard to work attitude, the majority of these supervisors rated their employees' training/performance as "very good" (58.8%), 29.9% rated it as "good", and only 11.3% indicated it was neutral or "poor". Similarly, with work quality most of these supervisors (54.1%) indicated employers' training/performance was "very good", 36.8% rated it "good", 7.5% were neutral about it, and only 1.7% indicated the training/performance in the area was "poor".

In rating the overall preparation/performance of their employees, 40.6% indicated it was "very good", 40.4% rated it "good", 15.6% were neutral, and only 3.4% indicated that it was "poor".

Table 6

Supervisor Responses Based on Completer/Leaver Reports Of The Relationship Between Current Job And Vocational Training (Distribution, Frequency, and Significant Differences)

Variable	Training Related (N = 556) Frequency	Percent	Training Non-Related (N = 204) Frequency	Percent
Basis of Responses: (**)				
On School Only	15	2.7	6	2.9
On Job Performance Only	285	51.8	147	72.1
On Both	250	45.5	51	25.0
Technical Knowledge: (**)				
Very Poor	3	.6	0	0.0
Poor	9	1.6	2	1.0
Neutral	80	14.6	65	33.8
Good	247	44.9	65	33.9
Very Good	211	38.4	61	31.6
Work Attitude: (**)				
Very Poor	1	0.2	0	0.0
Poor	15	2.7	5	2.5
Neutral	46	8.4	37	18.3
Good	164	29.9	67	33.2
Very Good	323	58.8	93	46.0
Work Quality: (**)				
Very Poor	1	0.2	0	0.0
Poor	8	1.5	2	1.0
Neutral	41	7.5	33	16.6
Good	202	36.8	77	38.7
Very Good	297	54.1	87	43.7
Overall Rating: (**)				
Very Poor	5	0.9	1	0.5
Poor	14	2.5	2	1.0
Neutral	86	15.6	67	34.0
Good	223	40.4	59	30.0
Very Good	224	40.6	68	34.5
Relative Preparation: (**)				
No Basis	107		80	
Less Prepared	17	3.8	6	4.7
Same	79	17.5	48	37.2
Better Prepared	355	78.7	75	58.1

* = $P < .05$
** = $P < .01$

In comparing the preparation/performance of the completer/leavers with other employees under their supervision, 107 of these supervisors indicated "no basis for comparison". Of those who did make such comparisons a larger majority (78.7%) indicated the completer/leavers were better prepared than other employees in similar jobs. Only 3.8% felt they were less prepared and 17.5% indicated preparation/performance was "about the same".

The results of both groups are positive, indicating that there are skills and attitudes which are developed in secondary vocational students which can be transferred from one job to the next. This appears to be especially true when considering work attitude, work quality, and relative preparation. When considering responses from supervisors of completer/leavers working in their field of training, the data became even more compelling. In the main these employees have very good work attitude, work quality, and are better prepared than their co-employees who have not had the benefit of a secondary vocational education.

SUMMARY

In summary, most of the completer/leaver respondents and non-respondents were white males who are working full time. Those who returned completed questionnaires (respondents) were primarily working in a job that is related to their area of vocational training. The majority of the respondents, employed or unemployed, feel very positive about the vocational training they had received, with those who are currently working in the field for which they were trained scoring somewhat higher on these questions which concerned technical knowledge, work attitude, and work quality. Overall, respondents' ratings of academic training were somewhat lower.

Supervisors' ratings paralleled those of the completer/leavers. Ratings were consistently high, but only 55% of the total supervisor group felt vocational school trained employees were better prepared than employees

who had not received such training. However, this figure rose to 79% for those supervising employees who are working in their area of training. Most of these ratings were based only on the employee's job performance.

V. DATA ANALYSIS*

Data collected from returned completer/leaver and supervisor questionnaires were organized into two sub-sets. This breakdown is generally illustrated in Figure 2 (p. 7) and discussed in the preceding section. Table 7, page40 presents a detailed breakdown of these responses by school, completer/leavers, and supervisors (both total and training related only). Using standard statistical techniques, these responses were subjected to frequency analysis, cross-tabulations, chi-square test for significance, correlation analysis and analysis of variance (see Methodology, Section III, p. 12).

In this section the data from the completer/leaver and supervisor groups will be analyzed. Unfortunately, due to revisions in the schedule, this analysis will be tentative as it will not have received the benefit of review and refinement through discussions with the Project Advisory Committee and various stakeholder groups in the Division of Occupational Education and the vocational schools. The section is divided into two sub-sections: Completer/Leavers and Supervisors. In each sub-section, responses to the study's questions will be analyzed in relation to:

1. Individual and Employment Characteristics of Completer/Leavers;
2. Occupational Training Category (the 6 Digit O.E. Code used to identify completer/leaver area of vocational training); and
3. Class Year and School Characteristics

Individual and Employment Characteristics of completers and leavers include sex, racial/ethnic characteristics, type of employment (full time, part time, military, or unemployed), number of jobs held since leaving school,

*This is an interim analysis. A final analysis will be prepared and submitted after discussions with the Project Advisory Committee and members of the Division of Occupational Education.

Table 7

Distribution of Study Response Rates By
Completer/Leavers and Supervisors As Compared To Total School Sub-Sample

School	Number of Completers/Leavers Identified	Completer/Leavers			Supervisors	
		Total	%/Study	%/School	Total	In Relevant Training Field
01	299	61	4.0	20.4	40	24
02	38	13	.9	34.2	8	3
03	204	37	2.4	18.1	21	17
04	163	37	2.4	22.7	15	12
05	296	54	3.6	18.2	26	22
06	405	57	3.8	14.1	23	17
07	54	9	.6	16.7	5	4
08	236	60	3.9	25.4	37	29
09	72	23	1.5	31.9	12	9
10	265	80	5.3	30.2	38	30
11	148	26	1.7	17.6	13	8
12	201	32	3.1	15.9	16	13
14	203	47	3.1	23.2	24	16
15	340	112	7.4	32.9	66	49
16	118	30	2.0	25.4	18	10
17	65	7	.5	10.8	3	1
18	202	39	2.6	19.3	24	15
19	56	17	1.1	30.4	12	10
20	112	20	1.3	17.9	7	4
21	76	21	1.4	27.6	15	10
50	165	40	2.6	23.2	20	17
51	50	10	.7	20.0	3	1
52	167	33	2.2	19.8	15	13
53	81	13	.9	16.0	5	3
54	104	14	.9	13.5	6	2
55	228	45	3.0	19.7	20	11
56	105	22	1.5	20.9	13	8
57	461	78	5.1	16.9	32	24
58	301	59	3.9	19.6	22	17
59	90	26	1.7	28.9	16	12
60	111	30	2.0	27.0	18	13
61	258	64	4.2	24.8	38	28
62	135	22	1.5	16.3	8	5
63	102	29	1.9	28.4	17	15
64	113	24	1.6	21.2	9	4
65	273	34	2.2	12.5	16	9
67	190	38	2.5	20.0	19	15
68	27	9	.6	33.3	4	3
69	110	4	.3	3.6	1	1
70	102	20	1.3	19.6	9	8
71	325	64	4.2	19.7	34	23
72	235	47	3.1	20.0	29	19
73	22	3	.2	13.6	2	2

and the relation of job to vocational training (also discussed in Section IV, pp. 19-30). Class year and school characteristics will examine the relationship between the sample year (either 1979 or 1980), the type of school (city or regional), and the individual school attended (one of the 43 participating in the study) and the responses to the various study questions.

COMPLETER/LEAVERS

The questionnaires of the 1,517 completers and leavers who participated in the study were coded and analyzed. Respondents rated five aspects of their vocational training and their academic preparation on a scale of "very poor" or "less prepared" to "very good" or "better prepared". These ratings were then analyzed by individual, employment, and educational characteristics of the respondent.

Table 8, page 42 displays the number and mean ratings of these six variables by the various characteristics. These ratings were then subjected to analysis of variance (ANOVA) and those ratings which vary significantly are identified by a single or double asterisk (indicating a probability of less than 5% or 1%, respectively, that these differences are not due merely to chance). In examining the table, recall a 1.00 = "very poor" or "less prepared"; 2.00 = "poor"; 3.00 = neutral or "the same"; 4.00 = "good"; and 5.00 = "very good" or "better prepared".

Table 9, page 46 differs from Table 8 in that it presents a series of probabilities based on a cross tabulation of the distribution of responses by each characteristic. The probabilities (and significance) were then determined using the Chi-Square (X^2) test of significance. Figures used represent the probability of significant difference using the "Likelihood Ratio Chi-Square". In the analysis that follows, both tables are used. However, the more rigorous test offered by ANOVA is preferred when examining signficiant differences.

Table 8

Means and Analysis of Variance of All Completer/Leaver Ratings
of Six Dependent Variables By Individual, Education, and Employment Characteristics

Characteristics/ Variables	Number of Respondents	Mean Completer/Leaver Ratings[1] Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation	Academic Preparation
Sex:							
Male	1,068	4.27	4.25	4.28	4.15	4.59	3.78
Female	449	4.22	4.16	4.27	4.06	4.18	3.77
						**	
Race/Ethnicity:							
American Indian, etc.	33	3.94	3.97	4.24	4.09	4.60	3.88
Asian American	1	5.00	5.00	5.00	5.00	5.00	5.00
Black	16	4.06	4.31	4.13	3.10	3.00	3.88
Hispanic	18	3.94	4.27	4.00	4.00	3.89	3.72
White	1,415	4.27	4.20	4.29	4.14	4.50	3.78
					*	**	
Employment:							
Full-Time	1,119	4.31	4.22	4.30	4.18	4.51	3.81
Part-Time	108	4.28	4.15	4.25	3.76	4.20	3.70
Military	43	4.51	4.16	4.36	4.18	4.59	3.84
Unemployed	223	4.09	4.07	4.12	3.70	4.04	3.62
		**		*	**	*	*
Job Relation to Training:							
Yes	867	4.37	4.26	4.35	4.39	4.61	3.85
No	417	4.07	4.13	4.20	3.55	4.03	3.70
		**	**	**	**	**	**

[1]The above data were produced by an analysis of variance procedure (ANOVA), one way on all (N = 1517) completer/leaver ratings.

Table 8: (continued)

Characteristics/ Variables	Number of Respondents	Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation	Academic Preparation
Class Year:							
1979	774	4.30	4.21	4.32	4.19	4.57	3.78
1980	709	4.21 *	4.17	4.22 **	4.06 *	4.37 **	3.77
School Type:							
Regional	1,131	4.28	4.20	4.30	4.13	4.48	3.79
City	362	4.20	4.17	4.18 *	4.13	4.46	3.73

* = P ≤ .05
** = P ≤ .01

Individual and Employment Characteristics

An analysis of the individual and employment characteristics of completer/leaver respondents indicates that employment experiences of the respondents provide stronger and more interesting indicators of the way they rate their vocational education than do either their gender or race/ethnicity. With the exception of relative preparation, the sex of the respondent appears to account for little variance in the way completer/leavers rated their training. In general, males were more positive than females in rating all six aspects of their vocational education. While the distribution of their responses differed significantly in terms of overall rating, relative preparation, and academic preparation, (Table 9, p. 46), the average (mean) response for these two groups differed significantly only in the rating of their relative preparation (Table 8, p. 42). Males tended to be significantly higher in rating themselves "better prepared" than their co-workers for similar type jobs. However, it must be remembered that more than half of the females who responded in this area felt that they were "better prepared" than their co-workers. Thus, the difference is one of magnitude not direction.

Similarly, the race/ethnicity of the respondent appears to bear little relationship with the tendency of a respondent to vary in his or her ratings of vocational education. However two things should be kept in mind when examining these data: 1) the disproportionally high percentage of Whites in the sample with the absence of all but one (1) Asian American; and 2) while there were only sixteen (16) Blacks in the sample, they tended to rate their vocational training consistently lower than other racial/ethnic groups. Whites, albeit 95% of the sample, tended to be higher than other groups in these ratings. We feel that more data are needed here to explore the differences in these ratings. This is especially true for Blacks in the area

of overall rating and relative preparation (Table 8, p. 42). In general, responses analyzed by race/ethnicity tended to be positive (i.e., "good") for all groups in most areas.

Employment characteristics do appear to have a stronger relationship to the variation in completer/leavers' ratings. This was particularly true when the data were analyzed based on the respondents' assessment of the relationship between their current job and their vocational training. Differences were greatest in their overall rating and least in terms of work attitude (Table 8, p. 42). As has been discussed above (p.20ff), these differences tend to be significant insofar as those currently employed in a field related to their vocational training tend to rate that training more positively than those in a non-related occupation. It is noteworthy that most respondents in both groups tend to be positive, rating their training as "good" to "very good". While this is less true of overall rating, these positive responses appear to suggest that, aside from the substantive skills of any particular occupation, vocational education is perceived as instilling good work habits and standards in most of its students, regardless of their area of employment.

An analysis of current employment status reinforces this interpretation Respondents were divided into four groups: employed full time, part time, military service, and unemployed. While each group varied in its ratings, significant differences occurred between ratings of those respondents who are in the military (N = 43 and consistently the highest in their ratings) and those indicating they are unemployed (N = 223 and consistently the lowest). While it is understandable that completers and leavers who are unemployed might tend to be more negative about their vocational training, this does not appear to be the case. Though significantly lower than other

Table 9

Significant Differences In All Completer/Leaver Ratings on Eight Variables By Employment and Individual Characteristics[1] (Expressed as a Probability)

Variable/ Item	Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation	Academic Preparation	Job Relation To Training	Self Employment
Employment	.02*	.00**	.10	.00**	.00**	.47	.00**	.00**
Sex	.11	.08	.31	.01**	.00**	.00**	.09	.00**
Race/Ethnicity	.63	.77	.37	.25	.13	.97	.00**	.07
2 Digit Occupational Cluster	.38	.04*	.52	.18	.68	.39	.00**	.00**
Occupational Training Code	.15	.00**	.31	.07	.00**	.43	.00**	.00**
School Attended	.20	.22	.23	.11	.00**	.02*	.07	.04*
Sample Year	.16	.21	.00**	.15	.01*	.23	.03*	.03*
City or Regional	.18	.23	.00**	.03*	.85	.26	.61	.31
Job Relation To Training	.00**	.01*	.00**	.00**	.00**	.02*	---	.29

[1]The above dataare based on all completer/leavers' ratings of various aspects of their vocational education. Probability of significance determined by Chi-Square.

* = P < .05
** = P < .01

groups, especially military enlistees, they are not negative, merely less positive. Again, in rating of work attitude (Table 8) and work quality (Table 9), these differences are not significant. Vocational education seems to instill good work attitudes and standards in most participating students, and this perception persists even in those completers and leavers who find themselves unemployed.

Occupational Training Category

The completer/leaver ratings were also analyzed by their field of training. This was done by using the 2 digit Office of Education (O.E.) Occupational Training Cluster, and the 6 digit Occupational Training Code (Appendix A, p. 78). With the exception of work attitude (Table 9), completer and leaver ratings did not appear to vary significantly when the data were analyzed using the 2 digit Occupational Training Cluster. Differences were mainly the result of respondents outside of the 17 code. When analyzing the responses using the 6 digit Occupational Training Code, significant differences did appear in the respondents' ratings of work attitude and relative preparation. Table 10, page 48 contains a listing of the mean rating for each group of respondents based on their occupational training program.

In analyzing the data by Occupational Training Code, only those programs which were represented by 15 or more respondents were considered. The mean ratings for each occupational training group were then rank ordered from the highest to lowest. Table 11, page 49 presents the six occupational training categories with the highest means for each of the six study variables and training categories with the six lowest means. Those categories appearing three times or more on the highest or lowest listing are then presented separately. The ratings for work attitude, work quality, and relative

Table 10

All Completer/Leaver Ratings of
Vocational Training By Occupational Program Code[1]

Occupational Code	(N)	Technical Knowledge	Work Attitude **	Work Quality **	Overall Rating	Relative Preparation **	Academic Preparation *
010100	15	4.40	4.60	4.53	4.43	5.00	4.07
040700	26	4.42	4.54	4.62	4.52	4.86	4.12
040800	20	3.70	4.29	4.24	4.06	4.08	3.86
070303	25	4.32	4.52	4.48	4.22	4.14	4.08
070906	30	4.40	4.50	4.43	4.00	4.60	3.73
140201	15	4.40	4.07	4.27	4.50	4.20	3.73
140700	24	4.63	4.58	4.67	4.57	4.20	4.00
170100	18	4.44	4.00	4.00	3.87	4.60	3.44
170301	56	4.41	4.21	4.27	4.27	4.33	3.91
170302	93	4.22	4.23	4.29	3.94	4.24	3.59
170700	30	4.30	4.10	4.13	3.79	4.60	3.50
171001	113	4.42	4.30	4.50	4.18	4.68	3.62
171002	77	4.12	4.13	4.41	4.18	4.65	3.71
171007	33	4.33	4.26	4.37	4.16	4.33	3.89
171009	18	4.11	4.00	4.39	3.67	4.78	3.67
171300	65	4.28	4.06	4.28	4.15	4.42	3.74
171400	32	4.38	4.06	4.36	4.47	5.00	4.09
171500	68	4.19	3.94	4.03	4.04	4.51	3.66
171900	65	4.18	4.06	4.10	4.28	4.55	3.88
172302	108	4.26	4.06	4.08	4.14	4.78	3.86
172305	39	4.28	4.20	4.30	4.28	4.85	3.98
172306	23	4.26	4.17	4.39	4.19	3.77	3.65
172399	21	4.48	4.24	4.19	4.21	4.73	4.00
172602	81	4.33	4.35	4.28	4.20	3.71	3.98
172900	43	4.07	4.21	4.16	3.89	4.43	3.53
173600	25	4.44	4.35	4.50	4.00	4.90	3.73

[1]The above data are based on all completer/leaver responses (N = 1517) and are the result of an analysis of Occupational Training categories representing 15 or more respondents.

Table 11

Completer/Leaver Response Means On Dependent Variables
Rank Ordered by Six Highest and Lowest Occupational Training Categories[1]
(Coded from 1 = Very Poor to 5 = Very Good)

Highest Mean Responses

Technical Knowledge			Work Attitude			Work Quality			Overall Rating			Relative Preparation			Academic Preparation		
Code	(N)	Mean	Code	(N)	Mean	Code	(N)	Mean	Code	(N)	Mean	Code	(N)	Mean	Code	(N)	Mean
140700	24	4.63	010100	15	4.60	140700	24	4.67	140700	23	4.57	010100	9	5.00	040700	26	4.12
172399	21	4.48	140700	24	4.58	040700	26	4.62	040700	21	4.52	171400	16	5.00	171400	33	4.09
170100	18	4.44	040700	26	4.54	010100	15	4.53	140201	14	4.50	173600	20	4.90	070303	25	4.08
173600	25	4.44	070303	25	4.52	173600	26	4.50	171400	30	4.47	040700	14	4.86	010100	15	4.07
040700	26	4.42	070906	30	4.50	171001	115	4.49	010100	14	4.43	172305	26	4.85	140700	24	4.00
171001	113	4.42	172602	82	4.35	070303	25	4.48	172305	32	4.28	171009	9	4.78	172399	21	4.00

Lowest Mean Responses

Code	(N)	Mean	Code	(N)	Mean	Code	(N)	Mean	Code	(N)	Mean	Code	(N)	Mean	Code	(N)	Mean
171500	68	4.19	171300	65	4.06	172900	43	4.16	173600	24	4.00	140201	10	4.20	172306	23	3.65
171900	65	4.18	171400	33	4.06	170700	30	4.13	170302	85	3.94	140700	15	4.20	171001	115	3.62
171002	77	4.12	171900	67	4.06	171900	67	4.10	172900	38	3.89	070303	14	4.14	170302	93	3.59
171009	18	4.11	170100	18	4.00	172302	112	4.08	170100	15	3.87	040800	13	4.07	172900	43	3.53
172900	43	4.07	171009	18	4.00	171500	70	4.02	170700	24	3.79	172306	13	3.77	170700	30	3.50
040800	20	3.70	171500	70	3.94	170100	18	4.00	171009	15	3.67	172602	45	3.71	170100	18	3.44

[1]These figures are based on the mean responses of all completer/leavers (N = 1517). Analysis of variance was performed on only those Occupational Training categories representing 15 or more respondents.

Table 11: (continued)

Highest Mean Responses - Programs Appearing Three or More Times

Code	Program	Number of Times
010100	Agricultural Production	5
040700	Food Services	6
070303	Nursing Assistance	3
140700	Stenographic, Secretarial	5
171400	Electrical Occupations	3
173600	Woodworking Occupations	3

Lowest Mean Responses - Programs Appearing Three or More Times

Code	Program	Number of Times
170100	Air Conditioning	4
170700	Commercial Art Occupations	3
171009	Other Construction & Maintenance	3
171500	Electronics	3
171900	Graphic Arts	3
172900	Quality Food Occupations	4

preparation ($p < .01$) varied significantly as did academic preparation ($P < .05$). As we have mentioned previously, most of the means indicate a generally positive slant to the responses.

While no single category was consistently identified with the highest or lowest mean, the frequent presence of a training category in either of these listings is of some interest. Food Services (040700), Agricultural Production (010100), and Stenographic/Secretarial (140700) appeared on the highest listing most often. Air Conditioning (170100) and Quality Food Occupations (172900) appeared on the lowest listing most often. In attempting to understand these differences, further analysis was undertaken.

An analysis of Occupational Training Category by employment status provided some insights (Table 12, p. 52). The presence of several of the occupational training categories on either listing in Table 11 appears to be correlated with the distribution of unemployed respondents in those categories. Using 15.2% as the unemployment figure for the respondent sample, and the state unemployment rate of 7.7% as a low, occupational training categories with a high (greater than 20%) and low (less than 7.5%) level of unemployed respondents were listed. The high level of unemployed completer/leavers in the Electronic Occupations (21.4%) may require further investigation. In general, however, these categories appear to correspond to unemployment trends for the larger population and may have implications for future admissions/recruitment policies for particular vocational programs.

Class Year and School Characteristics

The ratings of completers and leavers were analyzed on the basis of: which graduating class the respondent was or would have been in (1979 or 1980); whether the respondent came from a city (N = 17) or regional (N = 26) vocational secondary school; and which of the 43 participating selective

Table 12

Completer/Leaver Responses Indicating High and Low Unemployment by Occupational Training Category[1] (N = 1517)

A total of 230 respondents (15.16% of the respondent population) indicated they were unemployed. Using this figure as an average for the study, the data were analyzed to indicate occupational training categories which had high (over 20%) and low (less than 7.5%) unemployement. The results are as follows:

High Unemployment Occupations (Unemployment > 20%)

Code	Trade	(N)	% Unemployed
070303	Automotive Specializations	25	28.0
171009	Construction & Maintenance	18	33.3
171500	Electronic Occupations	70	21.4

Low Unemployment Occupations (Unemployment < 7.5%)

010100	Agricultural Production	15	0.0
070906	Community Health Aide	30	3.3
140201	Computer & Console Operators	15	6.7
140700	Stenographic, Secretarial	24	4.2
171400	Electrical Occupations	33	6.1
173600	Woodworking Occupations	26	3.9

[1]The above data are based on an analysis of all responses and the result of an analysis of variance on Occupational Training categories reporting 15 or more respondents.

vocational schools the respondent attended.

An examination of the response means for Class Year (see Table 8, p. 42) shows that completers and leavers from the Class of 1979 tended to rate aspects of their education slightly more positively than did those from the Class of 1980. This difference is not very great in any one area, but it is consistent across all six areas. The means for these two groups varied significantly in work quality and relative preparation and also technical knowledge and overall rating (Table 8, p. 42). The distribution of responses (as determined by cross-tabulation) varied significantly in work quality and relative preparation (Table 9, p. 46). Part of these differences may be attributable to the higher rate of unemployed respondents from the Class of 1980, corresponding to the worsening economic and job situation faced by that group of completers and leavers. This may also account for the higher incidence of training related respondents among the Class of 1979, which also serves to explain, in part, the variance between the two class year groups (see Table 2, p. 31).

When completer and leaver ratings were analyzed by school type (city or regional) there was only one area of training in which there was significant variance between the group means, and that was in the area of work quality (4.3 regional versus 4.2 city). While respondents who attended regional schools tended to be slightly more positive in their ratings of the vocational and academic training, these differences are minimal and not significant. As before, the majority of both groups rated all aspects of their vocational training as either "good" or "very good".

Finally, respondents' ratings were examined by the 2 digit school identification code (01-73). Table 13, page 54 contains a list of completer/ leaver ratings of vocational training by the school attended. These means

Table 13

All Completer/Leaver Ratings of Vocational Training By School Attended[1]
(1-21 = Class of 1979; 50-73 = Class of 1980)

School Attended	(N)	Technical Knowledge **	Work Attitude	Work Quality **	Overall Rating *	Relative Preparation **	Academic Preparation **
01	61	4.43	4.08	4.28	4.18	4.60	4.11
03	37	4.41	4.32	4.27	4.32	4.52	4.14
04	37	4.30	4.24	4.38	4.48	4.44	3.57
05	53	4.26	4.24	4.41	4.12	4.71	4.07
06	55	4.16	4.12	4.11	4.22	4.48	3.53
08	59	4.25	4.00	4.22	3.86	4.61	3.48
09	23	4.30	4.26	4.30	4.24	4.60	3.22
10	80	4.49	4.30	4.58	4.34	4.86	3.93
11	26	4.42	4.38	4.31	4.08	3.67	3.96
12	32	4.13	4.28	4.38	4.25	4.37	3.75
14	45	4.11	3.98	4.19	4.05	4.38	3.53
15	112	4.38	4.20	4.35	4.26	4.83	3.80
16	30	4.30	4.27	4.53	4.39	4.38	3.57
18	38	4.00	4.10	4.10	3.83	4.40	3.67
19	17	4.65	4.65	4.59	4.35	4.86	3.94
20	19	4.32	4.30	4.30	4.46	5.00	3.60
21	21	4.00	4.24	4.05	4.00	4.57	3.95
50	40	4.58	4.30	4.23	4.50	4.82	4.15
52	33	4.24	4.36	4.52	4.10	4.40	3.33
54	14	4.14	4.43	4.29	4.15	4.71	3.93
55	44	4.27	4.18	4.29	4.19	4.45	3.84
56	21	3.81	4.00	3.91	4.00	3.77	3.72
57	78	4.12	4.26	4.18	3.94	3.88	3.74
58	57	4.21	4.19	3.93	4.19	4.59	3.78
59	25	4.52	4.35	4.42	4.20	4.76	4.27
60	29	4.34	4.23	4.33	4.23	4.76	4.07
61	64	4.11	4.03	4.13	3.93	4.00	3.70
62	22	3.82	4.05	4.05	3.47	4.20	3.36
63	29	4.38	4.10	4.34	3.83	5.00	3.69
64	22	4.27	3.92	4.25	3.80	4.56	3.79
65	33	4.48	4.44	4.35	4.15	4.08	3.94
67	38	4.05	4.18	4.24	3.89	4.20	3.45
70	19	4.47	4.15	4.10	4.38	4.78	3.70
71	63	4.08	4.02	4.33	4.17	4.26	3.70
72	43	4.09	3.91	4.04	3.79	4.46	3.49
99	73	4.25	4.35	4.36	4.13	4.33	4.01

[1]The above data are based on responses of all completer/leavers (N = 1517) representing schools represented by 15 or more respondents. Mean responses were compared using analysis of variance procedure.

* = $P < .05$

** = $P < .01$

were analyzed for significant differences using an analysis of variance (ANOVA). This analysis indicates that completer/leaver ratings of individual schools do differ in most respects. These differences were found to be highly significant in ratings on technical knowledge, work quality, relative preparation, and academic preparation. The overall rating also varied significantly. Examination of Table 9 (p. 46) also indicates that the distribution of respondents' ratings by school attended varied significantly for relative preparation and academic preparation. It is not the purpose or intent of this report to analyze individual schools. However, it is interesting to note that schools which tend to be lower in one area tend to be lower across all areas. Furthermore, schools with lower mean ratings in vocational training also have lower mean ratings in academic preparation. According to completers and leavers, therefore, schools differ and some schools offer better preparation than others.

SUPERVISORS

The purpose of this study was to obtain data on employer/supervisors' ratings of the vocational training of completers and leavers of vocational secondary schools under their supervision. To this end, permission was obtained from 868 completers and leavers and ratings of five aspects of their vocational training were collected from 775 supervisors (556 in training related occupations and 217 in training non-related occupations). As discussed in Section III, these data were merged or matched with corresponding completer/leaver respondents and analyzed. The following analysis focuses on four areas: 1) comparisons (correlation) of supervisors and completer/leaver ratings on five aspects of vocational training; 2) analysis of supervisors' ratings by completer/leavers' individual and employment characteristics; 3) analysis of supervisors' ratings by occupational training category;

and 4) analysis of supervisor ratings by completer/leavers' class year and school characteristics.

Comparisons of Completer/Leaver and Supervisor Ratings

Are employers/supervisors more or less positive than their completer/leaver employees about vocational training programs? It would appear that they are both about the same--quite positive. Table 14, page 57 contains a listing of mean ratings and standard deviations of completer/leavers and supervisors for each of the study's five training variables. Mean ratings for both groups range between "good" (4.00) and "very good" (5.00) on all items. Generally, completer/leavers were slightly higher in their ratings of technical knowledge and relative preparation. On the other hand, supervisors were slightly higher in their ratings of work attitude and work quality.

The responses of 775 employers/supervisors were matched with their completer/leaver supervisees, and the ratings of each group compared through correlational analysis (Pearson Correlations) and analysis of variance (ANOVA). The results of these procedures are presented on Table 15, page 58. The upper half of the table presents correlations between supervisors' ratings on vocational training of completer/leavers (left hand verticle column) and individual characteristics and ratings of matched completers and leavers (horizontal row). Supervisors' ratings do not appear to correlate at all with completer/leavers' individual characteristics (sex and ethnicity) on any of the five study variables. Supervisor and completer/leaver ratings do appear to be strongly and significantly correlated for technical knowledge, overall rating, relative preparation, and significantly correlated for work quality. Furthermore, supervisors' ratings on technical knowledge and overall rating are significantly correlated to completer/leaver ratings for all of the training variables.

Table 14

Means and Standard Deviations of All Completer/Leaver and Supervisor Responses To Dependent Variables[1]

	Completer/Leaver (N = 1517)		Supervisor (N = 775)	
	Mean	Standard Deviation	Mean	Standard Deviation
Technical Knowledge (coded 1 = very poor to 5 = very good)	4.26	.82	4.13	.80
Work Attitude (coded 1 = very poor to 5 = very good)	4.19	.80	4.39	.79
Work Quality (coded 1 = very poor to 5 = very good)	4.27	.81	4.39	.73
Overall Rating (coded 1 = very poor to 5 = very good)	4.13	.97	4.12	.86
Relative Preparation (coded 1 = less prepared to 5 = better prepared)	4.48	1.01	4.40	1.07
Academic Preparation (Students only: coded 1 = very poor to 5 = very good)	3.77	.96	----	---
Number of Jobs Since School (Students only: coded 1 = none to 5 = four or more)	3.15	1.12	----	---

[1] The above data are based on responses from completer/leavers and supervisors in both training related occupations (completer/leavers = 867; supervisors = 556) and training non-related occupations (completer/leavers = 417; supervisors - 217).

Table 15

Simple Correlations Between Matched Supervisor Ratings
And Completer/Leaver Ratings By Sex, Ethnicity, and Five Aspects of Job Training[1]

Supervisors With Completer/Leavers	Sex (1 = Male 2 = Female)	Ethnicity	Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation
Technical Knowledge	.02	.00	.21**	.11**	.16**	.23**	.13**
Work Attitude	-.01	-.01	.06	.03	.04	.05	-.03
Work Quality	-.00	.00	.12**	.06	.13**	.12**	-.00
Overall Rating	.03	-.03	.18**	.12**	.15**	.20**	.11*
Relative Preparation	-.05	-.02	.13**	.03	.07	.16**	.20**

Analysis On Matched Completer/Leavers and Supervisor Variables
Run As Independent Samples Rather Than Repeated Measures
(F Value/P < .05*; < .01**)

Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation
14.1**	16.5**	3.41	2.30	.67

[1]The above data are based on an analysis of all matched supervisor and completer/leaver responses (N = 775; 556 in training related occupations and 210 in training non-related occupations)

The lower portion of the table presents an analysis of variance of supervisor and completer/leaver mean ratings for the five training variables. It appears to confirm the results of the correlational analysis. Supervisors and completer/leavers tend not to differ in their ratings of relative preparation, overall rating, and work quality. Though correlated as groups, they differ in their mean ratings of technical knowledge. Where they do differ, as groups and as matched pairs, is in their ratings of completer/leaver work attitude. Employers/supervisors seem to have a slightly, though significantly, more positive perception of the work attitude of completer/leavers than do the completer/leavers themselves, either individually or as a group. This difference is in itself a positive indicator of the effective impact of vocational training.

Supervisors' Ratings By Completer/Leavers' Individual and Employment Characteristics

The responses of all supervisors (N = 775) were organized by matched completer/leaver characteristics. Cross tabulation of the distribution of the supervisors' ratings on the five training variables by each of the characteristics were then prepared and tested for significant differences using the Chi-Square (X^2) test. The results of this procedure are presented on Table 16 (p. 60). In addition, supervisors' mean ratings of the training of completer/leavers currently employed in a job related to their occupational training (N = 556) were analyzed by these completer/leavers' individual characteristics (sex, race/ethnicity, race/ethnicity by sex, and completer/leaver status). This analysis was conducted in accordance with the NCES/VEDS requirements (NCES Form 2404-8, Parts B & C). These data were subjected to analysis of variance procedures (ANOVA). The results of this analysis appear on Table 17 (p. 61). In both analyses no significant differences in supervisors' ratings of the five areas of vocational training were found

Table 16

Significant Differences In Supervisor Rating By Completer/Leaver and School Characteristics[1]

Variable/ Characteristic	Basis of Knowledge	Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation	How Observed
Sex	.00**	.30	.58	.36	.43	.02*	.32
Race/Ethnicity	.57	.74	.80	.92	.94	.55	.70
2 Digit Occupational Cluster N = > 15	.00**	.82	.92	.54	.32	.19	.00**
6 Digit Occupational Code N = > 8	.27	.62	.92	.65	.86	.13	.25
School N = > 7	.11	.47	.94	.57	.91	.21	.24
Sample Year	.00**	.05*	.60	.01**	.15	.01**	.21
Urban/Regional	.37	.16	.20	.04*	.01**	.36	.09
Job Related to Training	.00**	.00**	.00**	.00**	.00**	.00**	.39

[1]These data are based on an analysis of all supervisor responses (N = 775) and are not limited to supervisors of completer/leavers in an occupation related to their secondary vocational training. Probability of significant differences based on a Chi-Square test.

* = P < .05
** = P < .01

Table 17

Significant Differences In Supervisor Ratings of Completer/Leavers (In Their Field of Training) By Individual and Educational Characteristics[1]

Variable[2]	(N)	Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation
Racial/Ethnic						
American Indian, Alaskan Native	11	4.27	4.45	4.45	4.36	4.60
Asian American or Pacific Islander	1	4.00	3.00	4.00	4.00	5.00
Black, Not Hispanic[3]	0	----	----	----	----	----
Hispanic	6	4.67	4.83	4.83	4.83	5.00
White, Not Hispanic	522	4.18	4.44	4.42	4.16	4.50
(Significance)						
Sex						
Male	390	4.19	4.42	4.41	4.15	4.57
Female	152	4.18	4.49	4.46	4.23	4.35
(Significance)						(*)

[1]All Values are expressed as means. Significance is determined by analysis of variance (ANOVA) * = $P < .05$; ** = $P < .01$

[2]There was no significant difference in the basis on which supervisors determined their ratings of completer/leaver occupational training.

[3]No datawere obtained from supervisors of Black completer/leavers who were in a job related to their occupational training.

Table 17: (continued)

Variable		(N)	Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation
Race/Ethnicity By Sex							
American Indian, Alaskan Native	M	8	4.38	4.63	4.50	4.50	5.00
	F	3	4.00	4.00	4.33	4.00	3.67
Asian American or Pacific Islander	M	1	4.00	3.00	4.00	4.00	5.00
	F	0	----	----	----	----	----
Black, Not Hispanic	M/F	0	----	----	----	----	----
Hispanic	M	4	4.50	4.75	4.75	4.75	5.00
	F	2	5.00	5.00	5.00	5.00	5.00
White	M	377	4.19	4.42	4.41	4.13	4.55
	F	147	4.17	4.49	4.46	4.22	4.36
(Significance)							
Completer/Leaver Status							
Completer with Certification		492	4.20	4.44	4.44	4.19	4.51
Completer without Certification		40	4.00	4.49	4.23	3.98	4.29
Leaver (Completed More Than 50%)		9	4.58	4.57	4.86	4.29	4.00
Leaver (Completed Less Than 50%)		6	4.00	4.00	4.33	4.17	4.00
(Significance)							

Table 17: (continued)

Variable	(N)	Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation
Graduating Year						
1979	298	4.30	4.46	4.50	4.27	4.62
1980	250	4.06	4.43	4.35	4.06	4.36
(Significance)		(**)		(**)	(**)	(**)
City/Regional						
Regional	420	4.24	4.48	4.48	4.24	4.52
Urban	132	4.04	4.33	2.29	3.95	4.44
(Significance)		(*)		(**)	(**)	

to be associated with either the sex or the race/ethnicity of completer/leavers. The sex of the completer/leavers only appeared to be related to the distribution of supervisors' responses to two variables: their basis of knowledge about the completer/leavers' vocational program and the relative preparation of the completer/leavers (Table 16, p. 60). In both cases, supervisors seem to know more about the technical training program of male completer/leavers and also tend to be more prepared to compare male completer/leavers' job preparation with that of other employees they supervise.

In examining the data on Table 17, we are concerned about the apparent absence of supervisors for Black completer/leavers employed in a job related to their vocational training. Although there were Black completer/leaver respondents (see Table 1, p. 20), the lack of representation of this racial/ethnic group deserves further explanation and investigation. Of the sixteen (16) Blacks who answered the completer/leaver questionnaire, eight are currently employed in a job not related to their training; three were recently employed in a job not related to their training (Table 2, p. 23); one is self employed (Table 3, p. 28); and seven reported being currently unemployed--four for 6 - 12 months and three for over one year. Beyond this, we feel further research into this area is warranted. As Table 16 indicates, supervisors' ratings vary significantly based on job relation to training. This has been discussed in Section IV above (Table 6, p. 36), but it underscores the importance of including supervisors' ratings for all sex and racial/ethnic categories.

Occupational Training Category

Employer/supervisor ratings were analyzed by matching completer/leavers' 2 digit Occupational Training Cluster and their 6 digit Occupational Training Code (see Appendix A). As Table 16, page 60 indicates, Occupational Training

(either by code or cluster) does not appear to account for or be associated with differences in the distribution of supervisor ratings on the five training variables. While responses appear to vary significantly by 2 digit Cluster in basis of knowledge about the completer/leavers' vocational training and how closely the completer/leaver is observed, such variation is totally expected given the nature and requirements of jobs related to each of these occupational clusters.

Supervisors' mean ratings of the five training variables were computed by matched completer/leavers' six digit Occupational Training Code. These means (and standard deviations) are contained in Table 18 (p. 66). This table is prepared in accordance with the NCES/VEDS requirements, and the data may be used to complete NCES Form 2404-8, Part A. The mean ratings were subjected to an analysis of variance procedure for all Occupational Training Codes represented by either (8) or more responding supervisors. These mean ratings varied significantly in technical knowledge, work quality, and overall rating. It is interesting to note that mean ratings for work attitude were consistently higher than ratings for other variables.

Supervisors' Ratings By Completer/Leavers' School Characteristics

Supervisors' ratings of the five training variables were analyzed on the basis of: the completer/leavers' graduating class year (1979 or 1980); school type (city or regional) and school attended (one of the 43 vocational schools participating in the study). Analysis of the response distributions (by cross tabulations using the Chi-Square test for significance) appears on Table 16 (p.60) above. The response means by class year and school type were subjected to ANOVA procedures and appear on Table 17 (p. 61). In general, analysis suggests findings that are consistent with those of the completer/leaver data. Supervisors of 1979 completer/leavers and completer/

Table 18

Supervisor Ratings (Means and Standard Deviations) of
Completer/Leavers' Vocational Training By Six Digit Occupational Program Code[1]

Occupational Program Code	(N)	Technical Knowledge		Work Attitude		Work Quality		Overall Rating		Relative Preparation	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
010100	5	3.80	.84	4.40	.89	4.40	.55	4.20	1.10	4.50	1.00
010200	2	4.50	.71	5.00	.00	5.00	.00	4.50	.71	5.00	.00
010300	2	3.50	.71	5.00	.00	4.50	.71	3.00	.00	5.00	.00
010500	5	4.00	.82	4.60	.55	4.40	.55	4.50	.58	5.00	.00
010700	1	4.00	.00	3.00	.00	3.00	.00	3.00	.00	0.00	.00
019900	1	4.00	.00	4.00	.00	4.00	.00	3.00	.00	5.00	.00
040200	1	5.00	.00	5.00	.00	5.00	.00	3.00	.00	5.00	.00
040700	10	4.00	.82	4.10	1.10	4.40	.70	3.90	.88	4.78	.67
040800	7	4.00	.58	4.28	.49	4.43	.54	3.86	.38	4.50	1.00
049900	3	3.67	1.16	4.67	.58	4.33	.58	3.33	.58	4.00	1.41
070101	3	4.00	1.00	4.00	1.00	4.33	1.16	4.00	.00	3.00	2.00
070303	11	3.91	.54	4.18	.75	4.00	.63	4.00	.78	4.23	.98
070904	1	4.00	.00	4.00	.00	4.00	.00	3.00	.00	5.00	.00
070906	20	4.25	.85	4.55	.69	4.50	.76	4.30	.87	4.33	.98
079900	3	4.00	.00	4.33	.58	4.00	1.00	4.00	1.00	3.67	1.16
090201	1	4.00	.00	4.00	.00	4.00	.00	4.00	.00	5.00	.00
090203	4	4.50	.58	4.75	.50	4.75	.50	4.25	.50	4.33	1.16
109020	1	4.00	.00	5.00	.00	4.00	.00	4.00	.00	0.00	.00
140000	3	4.00	1.00	4.00	1.00	3.67	.58	3.67	.58	3.00	.00
140100	6	4.40	.55	5.00	.00	4.83	.41	4.60	.55	3.80	1.10
140201	10	3.80	.63	4.60	.70	4.30	.68	4.10	.74	5.00	.00
140299	8	4.75	.46	4.50	.76	4.75	.46	4.63	.52	4.20	1.10
140300	1	3.00	.00	5.00	.00	4.00	.00	4.00	.00	5.00	.00
140700	15	4.27	.88	4.47	.92	4.60	.51	4.33	.72	4.83	.58
160108	4	4.50	.58	4.75	.50	4.25	.96	4.50	.58	5.00	.00
160109	3	4.00	1.00	3.67	1.53	4.00	1.00	3.68	.58	3.00	2.00
160402	2	4.00	.00	4.00	1.41	4.00	1.14	5.00	.00	0.00	.00
169900	2	5.00	.00	5.00	.00	5.00	.00	4.50	.71	5.00	.00

[1]These figures are based on an analysis of responses from supervisors (N = 556) and completer/leavers who are employed in a job related to their occupational training.

Table 18: (continued)

Occupational Program Code	(N)	Technical Knowledge		Work Attitude		Work Quality		Overall Rating		Relative Preparation	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
170100	6	4.17	1.17	4.33	.82	4.17	1.17	4.17	1.17	4.60	.89
170200	1	3.00	.00	5.00	.00	3.00	.00	3.00	.00	0.00	.00
170301	26	4.39	.70	4.63	.58	4.48	.82	4.42	.70	4.60	.82
170302	38	4.34	.63	4.51	.80	4.41	.69	4.38	.72	4.63	.94
170700	7	3.86	.69	4.00	1.16	4.71	.49	4.00	.82	3.80	1.10
171001	32	4.41	.56	4.56	.56	4.56	.56	4.44	.67	4.86	.53
171022	31	4.20	.81	4.42	.72	4.42	.72	4.13	.97	4.60	1.00
171007	16	4.20	.78	4.56	.51	4.50	.82	4.25	.86	4.47	1.19
171009	5	3.40	1.52	4.60	.89	4.20	.84	3.60	1.67	3.80	1.79
171099	6	4.17	.98	5.00	.00	4.50	.84	4.17	.98	4.20	1.10
171200	5	4.20	.84	4.20	.84	4.40	.55	4.40	.55	4.00	2.00
171300	31	4.23	.85	4.48	.77	4.45	.72	4.29	.78	4.82	.59
171400	13	4.00	.58	4.62	.65	4.39	.87	4.15	.80	4.80	.63
171500	21	4.10	.89	4.52	.60	4.76	.44	4.19	.98	4.29	1.40
171900	33	4.27	.88	4.18	1.07	4.27	.88	4.06	.97	4.65	.78
171902	1	5.00	.00	5.00	.00	4.00	.00	4.00	.00	5.00	.00
172062	1	5.00	.00	5.00	.00	5.00	.00	5.00	.00	5.00	.00
172302	49	4.23	.78	4.28	.83	4.33	.70	4.04	.87	4.57	1.11
172305	14	4.29	.73	4.39	.65	4.57	.65	4.29	.73	4.85	.56
172306	10	4.30	.48	4.80	.42	4.60	.52	4.30	.68	4.80	.63
172399	10	4.10	.57	4.30	.68	4.60	.52	4.40	.70	4.56	1.33
172602	31	4.23	.81	4.48	.85	4.55	.51	4.13	.99	3.82	1.39
172700	1	4.00	.00	3.00	.00	4.00	.00	4.00	.00	5.00	.00
172900	15	3.36	1.08	4.27	.88	3.93	1.27	3.47	1.13	4.00	1.41
173100	1	3.00	.00	1.00	.00	4.00	.00	2.00	.00	3.00	.00
173200	1	4.00	.00	4.00	.00	4.00	.00	4.00	.00	3.00	.00
173301	1	5.00	.00	5.00	.00	5.00	.00	5.00	.00	5.00	.00
173600	4	4.50	.58	4.75	.50	4.75	.50	4.75	.50	5.00	.00
179900	1	4.00	.00	4.00	.00	4.00	.00	4.00	.00	0.00	.00
173202	1	5.00	.00	5.00	.00	5.00	.00	5.00	.00	5.00	.00
905111	1	5.00	.00	5.00	.00	4.00	.00	4.00	.00	5.00	.00
Other	7	4.14	.90	4.50	.55	4.50	.55	3.71	.76	4.00	1.16

leavers from regional schools, indicated a higher mean response in their ratings for each of the five training variables. One difference here, however, is that these ratings tend to differ significantly among supervisors. These differences are particularly striking in supervisors' ratings of completer/leavers' training/performance in terms of work quality when analyzed by city and regional schools. The variance is also apparent, but less striking, in terms of supervisors' overall ratings (4.24 regional versus 3.95 city). This variation is also present in supervisors' ratings on technical knowledge, work quality, overall rating, and relative preparation analyzed by sample year. Supervisor ratings of 1979 completer/leavers' training/performance are significantly higher than those for 1980 completer/leavers. As before, ratings of training and work attitude do not vary significantly and remain more positive than other training/performance areas.

Supervisor mean ratings were calculated by the school attended by completer/leavers. As Table 16 indicates, the distribution of the supervisors' responses (where $N \geq 7$) did not vary significantly by school attended. Table 19, page 66 contains supervisors' mean ratings and standard deviations for the five training variables by the school attended. As with the completer/leaver ratings (Table 13, p. 54) these means do vary significantly by school for all training variables with the exception of work attitude. What is particularly interesting is the fact that the variation for schools in the 1980 group (numbers 50-73) is apparently greater and more eratic. Again, these findings appear to correspond closely to completer/leaver perceptions of "very good", "good", and neutral vocational training programs.

Table 19

Supervisor Ratings (Means and Standard Deviations) of Completer/Leavers' Vocational Training By School Attended[1] (Schools 1-21 = 1979; 50-73 = 1980)

School	(N)	Technical Knowledge		Work Attitude		Work Quality		Overall Rating		Relative Preparation	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	24	4.00	.89	4.29	.75	4.33	.76	4.21	.72	4.18	1.43
2	3	4.67	.58	4.33	.58	4.33	.58	4.67	.58	5.00	.00
3	17	4.50	.63	4.71	.59	4.35	.86	4.56	.63	4.40	1.35
4	12	4.42	.79	4.50	.67	4.58	.52	4.25	.87	4.50	.91
5	22	4.38	.67	4.52	.75	4.64	.49	4.41	.59	4.52	1.08
6	17	4.31	.87	4.35	1.06	4.50	.89	4.06	1.03	4.50	.89
7	4	4.50	.58	4.50	.58	4.50	.58	4.25	.50	5.00	.00
8	29	4.31	.76	4.45	.74	4.55	.69	4.21	.82	4.71	.72
9	9	4.25	.71	4.56	.73	4.44	.73	4.13	.84	4.71	.76
10	30	4.48	.69	4.53	.73	4.80	.48	4.55	.63	4.69	.74
11	8	4.38	.92	5.00	.00	4.88	.35	4.43	.79	5.00	.00
12	13	4.17	1.27	4.67	.65	4.33	.99	3.69	1.18	4.33	1.30
14	16	4.13	.62	4.25	.78	4.44	.63	4.13	.89	4.69	1.11
15	49	4.22	.77	4.30	.95	4.36	.74	4.27	.76	4.48	.99
16	10	4.10	.74	4.50	.71	4.50	.53	4.00	.94	5.00	.00
17	1	5.00	.00	5.00	.00	5.00	.00	5.00	.00	5.00	.00
18	15	4.40	.74	4.64	.75	4.71	.61	4.40	.74	5.00	.00
19	10	4.60	.52	4.50	.71	4.60	.52	4.60	.52	5.00	.00
20	4	4.25	.50	4.50	1.00	4.50	.58	4.00	.00	5.00	.00
21	10	4.00	.67	4.30	.48	4.10	.74	4.00	.67	4.75	.71

[1]These figures are based on an analysis of responses from supervisors (N = 556) of completer/leavers who are employed in a job related to their occupational training.

Table 19: (continued)

School	(N)	Technical Knowledge		Work Attitude		Work Quality		Overall Rating		Relative Preparation	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
50	17	4.06	.75	4.47	.51	4.41	.51	4.18	.81	4.71	1.07
51	1	3.00	.00	5.00	.00	4.00	.00	4.00	.00	5.00	.00
52	13	4.31	.63	4.69	.48	4.62	.65	4.31	.75	3.60	1.35
53	3	5.00	.00	4.67	.58	5.00	.00	4.67	.58	5.00	.00
54	2	3.50	.71	3.50	.71	4.00	.00	4.00	1.41	4.00	1.41
55	11	4.46	.52	4.64	.51	4.36	.67	4.18	.75	4.80	.63
56	8	3.75	.89	4.25	.89	4.00	.76	3.75	1.04	4.43	.98
57	24	3.96	.91	4.63	.65	4.29	.91	3.92	1.02	4.50	1.16
58	17	3.77	1.09	4.18	.73	4.12	.86	3.77	1.03	3.93	1.67
59	12	4.67	.65	4.67	.65	4.75	.45	4.58	.67	4.80	.63
60	13	3.85	.69	4.31	1.18	4.42	.79	3.62	1.26	4.33	1.00
61	28	4.21	.57	4.44	.64	4.32	.72	4.18	.91	4.33	1.27
62	5	4.00	.71	4.40	.55	4.60	.55	4.60	.55	5.00	.00
63	15	4.07	.70	4.40	.91	4.40	.63	4.27	.80	4.75	.71
64	4	3.50	.58	4.75	.50	4.50	.58	3.50	.58	5.00	.00
65	9	3.89	.78	4.22	.97	4.22	.44	4.00	.71	4.20	1.10
67	15	3.90	1.01	4.60	.83	4.40	.91	4.00	1.13	4.17	1.34
68	3	4.33	.58	4.67	.58	4.33	.58	4.00	1.00	4.33	1.16
69	1	2.00	.00	3.00	.00	2.00	.00	2.00	.00	3.00	.00
70	8	4.25	.89	4.25	1.04	4.25	.89	4.13	.84	4.67	.82
71	23	4.00	.67	4.26	.81	4.30	.64	3.91	.67	4.05	1.22
72	19	4.16	.60	4.33	1.03	4.28	.90	4.21	.79	4.18	1.02
73	2	4.50	.71	3.50	2.12	4.50	.71	3.50	2.12	3.00	.00

VI. SUMMARY AND CONCLUSION

Do employers and supervisors feel that Massachusetts' Vocational Secondary Schools are effectively preparing students for employment? The results of the 1982 Massachusetts Employer Satisfaction Survey clearly indicate that the great majority of them do! The survey of 775 employers and supervisors throughout the Commonwealth also reveals that employers who can, tend to rate former vocational school students as "better prepared" than co-workers in similar positions. What is particularly encouraging in the findings is that vocational school graduates are rated generally "good" to "very good" in various aspects of their training and job performance. This occurs even when these former students are employed in a job which is not related to their area of vocational training.

Of the five aspects of occupational training and job performance examined--technical knowledge, work attitude, work quality, overall training/performance, and relative preparation--employers gave one a consistently high rating--work attitude. This finding appears to support the notion that the vocational schools impart more than skills to their students, they provide them with an outlook and demeanor which is recognized and appreciated by employers and supervisors. The fact that supervisors were more positive in their ratings of work attitude than were the former students themselves strengthens this interpretation.

While the main objective of the study was to gather data on job training and job performance by employers and supervisors of former vocational students employed in a job related to their training, analysis of data collected from supervisors of former students in training non-related jobs indicates that they too are positive in their ratings. Here, too, when supervisors

felt capable of assessing their employees' relative preparation, the majority tended to rate them as "better prepared" then their co-workers. In a time of technical transition and economic adjustment, this finding should be particularly reassuring to vocational educators who often lack the capital equipment and financial resources to keep abreast of short-term shifts in the job market. Again, these findings appear to support the idea that selective vocational secondary education has a positive impact on its former students that goes beyond technical skills and individual occupational program requirements. It appears to provide them with standards and attitudes which are both beneficial and transferable to various areas of employment.

An analysis of the data collected in this survey revealed no evidence to suggest that supervisors find vocational training less effective for females than males, or more effective for one racial/ethnic group than the other. This finding is supported by the responses collected from the former vocational students themselves. Both males and females tended to rate their vocational training positively in all areas. This also tended to be true for students from several racial/ethnic groups. However, caution should be exercised here. The study collected data from predominantly White, male students. The scarcity of Asian Americans and Blacks employed in a job related to their training must temper this assertion. What might be said, is that former students' vocational training or job performance is positively rated by those students (completer/leavers) and their supervisors, regardless of sex or ethnicity. The distribution of student respondents, if consistent with the larger, current vocational school population, indicates a need for concern and further investigation in this area.

The study did find that most employers and supervisors were unfamiliar with the vocational training programs themselves. Many were only familiar

with the programs through contact with their employees. This finding may have implications for the way that vocational schools publicize themselves and their programs. This may be particularly true for the state's newer regional schools, but it is also pertinent to the urban vocational school systems.

Within the general context of those positive findings, i.e., employers and supervisors rate completer/leavers' training and performance positively, additional analysis of employers' and supervisors' ratings indicate that the training and/or job performance of former students (completer/leavers) vary significantly by:

- Occupational Training Program:
  some are rated more highly than others

- Type of Vocational School Attended
  regional schools' ratings were more positive than city schools, especially in terms of work quality

- School Attended
  completer/leavers' training and/or job performance did vary significantly according to the school from which they graduated

The ratings of 1,517 former students were also analyzed in this study. They were very positive and closely paralleled supervisors' ratings. Here, too, former students employed outside of their field of training were positive in their assessments of the five training areas examined. It was particularly surprising and encouraging to find that, currently unemployed former students (completers and leavers) were also positive in their ratings, though to a slightly lesser extent. The fact that 15% of those responding were unemployed did suggest that several occupations are being hard-hit by the current recession.

Analysis of data from completers and leavers indicate that academic preparation in vocational secondary schools is not rated as highly as are

the other training areas. While the majority of responses were positive, ratings in this area were significantly lower in the majority of cases. During a period of tight resources, many vocational schools are forced to adopt "bare bones" postures. They are also facing an increased demand for basic skills competency. The data indicate that academic preparation is perceived as less positive than other areas. It will be important for vocational schools facing this predicament to resist cutting back on the quality of academic preparation which they offer their students.

Analysis of former students' responses by school attended indicates that the vocational schools do vary significantly. There are some schools which are rated consistently higher than others. This variation in responses occurred across the entire study sample (1979 and 1980) and within each sub-group (students from the Class of 1979 and students from the Class of 1980). Furthermore, those schools receiving higher ratings in training also tended to be rated higher in academic preparation. These findings may have implications for further research in this area. Additional analysis of former student responses indicates that:

- Males tend to rate their training/preparation more positively than females
- Blacks are consistently lower in their overall rating and relative preparation
- Self employed graduates are very positive about their vocational training but tend to be more critical of academic preparation.

In conclusion, the 1982 Massachusetts Employer Satisfaction Study has found that both employers and supervisors and former students of the state's vocational secondary schools have given them high marks in terms of occupational training and job performance of their graduates. These findings will be incorporated into a Practitioner's Handbook with the

assistance of the Project Advisory Committee. The Handbook will become the basis of information/dissemination workshops which will be conducted throughout the Commonwealth. Recommendations and modifications in the employer follow-up process will be presented at that time.

APPENDIX A:

VEDS And Study Forms And Documents

Form Approved
FEDAC #R139
Approval expires
June 30 1984

1. COMPLETER/LEAVER FOLLOW-UP FORM

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

1. What is your current educational status? (Check one.)
   _____ Currently attending school
   _____ Not currently attending school

2. What is your current employment status? (Check one.)
   _____ Employed (Includes all employment, even if below your qualifications: does not include full-time military service.)
   _____ Employed (Full-time military service.)
   _____ Unemployed (Not employed, but actively seeking employment.)
   _____ Not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason.)

NOTE: If you are currently employed, please answer the remaining questions.
Otherwise, skip the remaining items.

3. Please provide the following information on your present job:
   Name of Company or Firm (If self-employed, please write self.)

   _____

   Company or Firm Mailing Address

   _____

   City _____ State _____ Zip Code _____

   Your Immediate Supervisor
   Last Name _____ First Name _____ M. I. _____

   PRESENT JOB INFORMATION:

   Job Title _____

   Job Duties _____

   _____

4. Is this job related to your field of vocational training?
   _____ Yes, it is directly or closely related.
   _____ No, it is only remotely related or is not related at all.

5. What is your current salary before deductions? (Do not add in overtime.)
   $_____ per_____

6. The salary in the preceding item is based on how many hours per week employment?
   _____ hours per week

7. Do you give your permission for us to contact your present employer? ___ ___(please
   yes no initia

Thank you very much for your cooperation. Please return this form in the enclosed envelope.

This report is authorized by PL 94-482 (20 USC 2391).

Form Approved
OMB No. 51-R1258

NAME _____

I.D. _____

PROGRAM TITLE _____

2. EMPLOYER FOLLOW-UP FORM

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. No student identifiers will be forwarded to the Federal government.

1. VOCATIONAL TRAINING EVALUATION

Please rate the vocational training received by the individual in the following areas:

	Very Good	Good	Neutral	Poor	Very Poor
a. Technical knowledge	☐	☐	☐	☐	☐
b. Work attitude	☐	☐	☐	☐	☐
c. Work quality	☐	☐	☐	☐	☐
	(5)	(4)	(3)	(2)	(1)

2. OVERALL RATING

What is your *overall* rating of the vocational training received by this individual as it relates to the requirements of his or her job?

Very Good	Good	Neutral	Poor	Very Poor
☐	☐	☐	☐	☐
(5)	(4)	(3)	(2)	(1)

3. RELATIVE PREPARATION

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

☐ No basis for comparison
(5) ☐ Individual is better prepared
(3) ☐ Both are about the same
(1) ☐ Individual is less prepared

This report is authorized by PL 94-482 (20 USC 2391).

3. INSTRUCTIONAL PROGRAM CODE NUMBERS

01.0100	Agricultural Production
01.0200	Agricultural Supplies/Services
01.0300	Agricultural Mechanics
01.0400	Agricultural Products
01.0500	Horticulture
01.0600	Renewable Natural Resources
01.0700	Forestry
01.9900	Other Agriculture
04.0100	Advertising Services
04.0200	Apparel & Accessories
04.0300	Automotive
04.0400	Finance & Credit
04.0500	Floristry
04.0600	Food Distribution
04.0700	Food Services
04.0800	General Merchandise
04.0900	Hardware, Building Materials, etc.
04.1000	Home Furnishings
04.1100	Hotel & Lodging
04.1200	Industrial Marketing
04.1300	Insurance
04.1500	Personal Services
04.1700	Real Estate
04.1800	Recreation & Tourism
04.1900	Transportation
04.2000	Other Retail Trades
04.9900	Other Distributive Education
07.0101	Dental Assisting
07.0102	Dental Hygiene (Assoc. Degree)
07.0103	Dental Laboratory Technology
07.0203	Medical Laboratory Assisting
07.0299	Other Medical Laboratory Technology
07.0301	Nursing (Assoc. Degree)
07.0302	Practical (Vocational) Nursing
07.0303	Nursing Assistance (Aide)
07.0399	Other Nursing
07.0400	Rehabilitation
07.0501	Radiologic Technology (X-ray)
07.0800	Mental Health Technology
07.0903	Inhalation Therapy
07.0904	Medical Assistant
07.0906	Community Health Aide
07.0907	Medical Emergency Technician
07.9900	Other Health Occupations Education
09.0201	Care & Guidance of Children
09.0202	Clothing Mgt. Production & Services
09.0203	Food Mgt. Production & Services
09.0204	Home Furn. Equipment & Services
09.0205	Institutional & Home Mgt. & Sup.
09.0299	Other Occup. Prep for Homemaking
14.0100	Accounting & Computing Occupations
14.0201	Computer & Console Operators
14.0203	Programmers
14.0299	Other Business Data Processing
14.0300	Filing, Office Machines & Gen. Off.
14.0400	Information, Communication Occup.
14.0500	Materials Support Occupations
14.0600	Personnel Training & Related
14.0700	Stenographic, Secretarial & Related
14.0800	Supervisory & Administrative Mgt.
14.0900	Typing & Related Occupations
14.9900	Other Office Occupations
16.0103	Architectural Technology
16.0104	Automotive Technology
16.0106	Civil Technology
16.0107	Electrical Technology
16.0108	Electronic Technology
16.0110	Environmental-Control Technology
16.0111	Industrial Technology
16.0113	Mechanical Technology
16.0117	Scientific Data Processing
16.0601	Commercial Pilot Training
16.0602	Fire & Fire Safety Technology
16.0605	Police Science Technology
16.9900	Other Technical Education
16.9902	Water & Waste Water Technology
17.0100	Air Conditioning
17.0200	Appliance Repair
17.0301	Body & Fender Repair
17.0302	Auto Mechanics
17.0303	Automotive Specialization
17.0400	Aviation Occupations
17.0700	Commercial Art Occupations
17.0900	Commercial Photography Occup.
17.1001	Carpentry
17.1002	Electricity
17.1004	Masonry
17.1007	Plumbing & Pipefitting
17.1099	Other Construction & Maintenance
17.1100	Custodial Services
17.1200	Diesel Mechanic
17.1300	Drafting Occupations
17.1400	Electrical Occupations
17.1500	Electronics Occupations
17.1700	Foremanship Super. & Mgt. Deval.
17.1900	Graphic Arts Occupations
17.2100	Instrument Maintenance & Repair
17.2200	Maritime Occupations
17.2302	Machine Shop
17.2303	Machine Tool Operation

17.2305 Sheet Metal
17.2306 Welding & Cutting
17.2307 Tool & Die Making
17.2399 Other Metalworking Occupations
17.2400 Metallurgy Occupations
17.2602 Cosmetology
17.2699 Other Personal Services
17.2700 Plastics Occupations
17.2801 Fireman Training
17.2802 Law Enforcement Training
17.2899 Other Public Service Occupations
17.2900 Quantity Food Occupations
17.3000 Refrigeration
17.3100 Small Engine Repair
17.3200 Stationary Energy Sources Occupations
17.3300 Textile Production & Fabrication
17.3500 Upholstering
17.3600 Woodworking Occupations
17.9900 Other Trade & Industrial Occupations

Other (please specify)

4. Listing of Participating Schools

Assabet Valley Regional Vocational School
Bay Path Regional Vocational/Technical High School (South Worcester County)
Blackstone Valley Regional Vocational/Technical High School
Blue Hills Regional Vocational/Technical High School
Bristol County Agricultural Technical High School
Bristol-Plymouth Regional Technical School
Cape Cod Regional Vocational/Technical High School
William J. Dean Vocational/Technical High School
Diman Regional Vocational/Technical High School (Greater Fall River)
Essex Agricultural and Technical Institute
Franklin County Technical School
David Hale Fanning Trade School
Greater Lawrence Regional Vocational/Technical High School
Leominster Trade High School
Greater Lowell Regional Vocational/Technical High School
Lynn Vocational and Technical Institute
McCann Technical (Northern Berkshire Vocational Regional)
Medford Vocational/Technical High School
Minuteman Regional Vocational/Technical School District
Montachusett Regional Vocational/Technical School
Nashoba Valley Technical High School
Norfolk County Agricultural School
Northeast Metropolitan Regional Vocational School
North Shore Regional Vocational School
Old Colony Regional Vocational High School
Pathfinder Vocational Technical School
Henry O. Peabody School
Pittsfield Vocational School
Roger L. Putnam Vocational/Technical High School
Quincy Vocational/Technical School
Shawsheen Valley Vocational Technical High School
Smith Vocational/Agricultural High School
Somerville Technical Trade High School
Southeastern Regional Vocational/Technical High School
South Middlesex Regional Vocational High School (Keefe)
South Shore Vocational/Technical High School
Tantasqua Regional Vocational High School
Upper Cape Cod Regional Vocational/Technical School
Waltham Vocational High School
Westfield Vocational High School
Weymouth Vocational/Technical High School
Whittier Regional Vocational/Technical High School
Worcester Vocational Technical High School

TDR Associates, Inc. Training/Development/Research

5. School Cover Letter and Package

May 21, 1982

Dear

As explained in the enclosed memorandum from David Cronin, TDR Associates will be conducting a survey of employer satisfaction with the completers/leavers of 44 vocational/technical schools in Massachusetts. Our first step is to ask that you designate someone in your school to provide us with certain information on all completers/leavers of your Class of 1979/80. Enclosed for this purpose is a Student Information Form, and an addressed/stamped envelope for returning the completed Form to us.

We will call you in a few days to discuss this with you, and to ask for the name of the person who you designate to complete the enclosed Form so that we can coordinate our effort with that person directly.

Thank you very much for your cooperation and we look forward to sharing the results of the study with you and MAVA, which has endorsed it.

Sincerely,

Joseph B. Rappa
Project Director

Marjorie Haynes O'Reilly
Research Associate

/jh

385 Elliot Street, Newton, Massachusetts 02164 / (617) 969-0651

TDR Associates, Inc. Training/Development/Research

INSTRUCTIONS

STUDENT DATA FORM

1. Please list the names of all students who graduated from or left the school during the academic year __.

2. Please use the attached list of VEDS Occupational titles to complete the "Instructional Program" column.

3. Please write the appropriate number in the "Status at Time of Exit" column.

4. Student's permission to contact employer may have been indicated on the Completer/Leaver Follow-up Form (NCES 2404-5) or the Occupational Employment Questionnaire completed by the student.

SCHOOL PROGRAM INFORMATION FORM

1. If the results of a follow-up survey are in report form, please send a copy of the report. Otherwise, a brief description of the survey and results is sufficient.

2. A recruitment brochure or student handbook, course requirement listing, etc. may be submitted as a description of the school's programs.

3. Any changes may be indicated on the descriptive material submitted. Please be sure to indicate the year in which the changes were instituted.

4. Please indicate for each company the major program area(s) from which students are hired.

385 Elliot Street, Newton, Massachusetts 02164 / (617) 969-0651

STUDENT DATA FORM School Name: _____

STUDENT'S NAME	LAST KNOWN ADDRESS (Include Zip Code)	TELEPHONE NBR. (Include Area Code)	INSTRUCTIONAL PROGRAM CODE NUMBER (Use enclosed list for code numbers)	STATUS AT TIME OF EXIT 1 - Completed Program - Certified 2 - Completed - Not Certified 3 - Completed More Than 60% 4 - Completed Less Than 60% (Circle Most Appropriate)	PLACEMENT AT TIME OF GRADUATION (within 4 months) 1 - Job 2 - Post-Secondary Training 3 - Military 4 - Other (please specify) (Circle Most Appro.)	If Job (1), please specify code from enclosed list
				1 2 3 4	1 2 3 4	
				1 2 3 4	1 2 3 4	
				1 2 3 4	1 2 3 4	
				1 2 3 4	1 2 3 4	
				1 2 3 4	1 2 3 4	
				1 2 3 4	1 2 3 4	
				1 2 3 4	1 2 3 4	
				1 2 3 4	1 2 3 4	
				1 2 3 4	1 2 3 4	
				1 2 3 4	1 2 3 4	
				1 2 3 4	1 2 3 4	
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7

TDR Associates, Inc. Training/Development/Research

SCHOOL PROGRAM INFORMATION FORM

1. Has your school conducted an employer follow-up survey which included students (completers/leavers) from the class of 1980?

   Yes ___ No ___

   If so, please send us the results of this survey, including the questions asked of the employers.

2. Please send a brief description of the vocational/technical programs offered by your school.

3. Have there been any changes in the training received by students in these programs in the past 2 or 3 years?

   Yes ___ No ___

   If so, please indicate below.

Program	Type of Change

4. Please name the five major companies which have employed your school's graduates in the last two (2) years. (See reverse side.)

385 Elliot Street, Newton, Massachusetts 02164 / (617) 969-0651

TDR Associates, Inc. Training/Development/Research

6. Student Cover Letter and Questionnaire

1982 MASSACHUSETTS JOB-PREP STUDY

September 7, 1982

Andrea Herson
18 Tournament Road
Natick, MA 01760

Dear Andrea:

Did your vocational training prepare you for work?

Members of your class and their employers across Massachusetts are now taking part in a study designed to answer this and other questions about vocational/technical training in Massachusetts. We need your help! Enclosed is a brief form for you to fill out and return to us in the postage-paid, self-addressed envelope provided. If you are employed we would like to send a similar form to your supervisor.

Your answers are very important. We are doing the study for the Massachusetts Department of Education. The results will be useful in improving vocational/technical training in Massachusetts. Your answers will be totally confidential. The names of individuals, schools, or employers will not be used in the study reports.

If you have any questions or would like additional information, please call us collect at (617) 969-0654.

Thank you very much.

Sincerely yours,

Joe Rappa

385 Elliot Street, Newton, Massachusetts 02164 / (617) 969-0651

I.D. #

1982 MASSACHUSETTS JOB-PREP STUDY

DIRECTIONS: THE FOLLOWING INFORMATION IS IMPORTANT! PLEASE COMPLETE THIS FORM AND RETURN IT **AS SOON AS POSSIBLE.**

1. Please answer **ALL** questions that apply to you
2. When completed, mail this form back to us in the postage-paid self-addressed envelope provided.

[ ] SI NECESSITA ESTA FORMA EN ESPANOL, POR CUALQUIER RAZON, INDICA AQUI Y REMITA AL TDR EN EL SOBRE

---

1. ARE YOU CURRENTLY EMPLOYED? (please check one)

a. [ ] YES, full-time job
b. [ ] YES, part-time job (less than 35 hours)
c. [ ] YES, full-time military service
d. [ ] NO, unemployed

IF UNEMPLOYED, HOW LONG HAVE YOU BEEN UNEMPLOYED? (please check one)

a. [ ] less than 6 months
b. [ ] 6 - 12 months
c. [ ] more than 1 year

2. HOW MANY JOBS HAVE YOU HAD SINCE YOU LEFT SCHOOL, INCLUDING YOUR CURRENT JOB IF YOU ARE EMPLOYED? (please check one)

a. [ ] none
b. [ ] one job
c. [ ] two jobs
d. [ ] three jobs
e. [ ] four or more jobs

IF EMPLOYED, CONTINUE WITH QUESTION 3, and on.
IF UNEMPLOYED, SKIP TO QUESTION 11

3. ARE YOU SELF-EMPLOYED? (please check one)

a. [ ] YES, I work for myself
b. [ ] NO, I work for someone else

4. PRESENT JOB INFORMATION (Please print in the blocks provided. Leave a blank space between words, numbers, etc.)

Name of Company or Firm

No. Street

City State Zip Code

–

Company Phone No. (Area code - number)

5. HOW LONG HAVE YOU HAD THIS JOB? (please check one)

a. [ ] less than 6 months
b. [ ] 6 - 12 months
c. [ ] more than 1 year

6. SUPERVISOR FOLLOW-UP PERMISSION: MAY WE CONTACT YOUR PRESENT SUPERVISOR?

a. [ ] YES
b. [ ] NO

_____
(Please write your initials here)

7. YOUR IMMEDIATE SUPERVISOR (Please print in the blocks provided)

Last Name First Name Middle Initial

Please complete other side

8. **RELATION OF JOB TRAINING: IS THIS JOB RELATED TO YOUR FIELD OF HIGH SCHOOL VOCATIONAL TRAINING? (please check one)**

a. [ ] YES, it is directly or closely related
b. [ ] NO, it is hardly or not at all related

IF YOU ANSWERED *NO*, INDICATE THE REASON. (please check one)

a. [ ] Could not find employment in my field
b. [ ] Found better paying job in another field
c. [ ] Current job temporary while I continue my education
d. [ ] Preferred job in non-related field
e. [ ] High School vocational training program did not prepare me for job in field of study
f. [ ] Other (please explain)_____

9. **OVERALL RATING: WHAT IS YOUR OVERALL RATING OF THE HIGH SCHOOL VOCATIONAL TRAINING THAT *YOU* RECEIVED AS IT RELATED TO THE REQUIREMENTS OF *YOUR JOB*? (please check one)**

Very Good	Good	Neutral	Poor	Very Poor
[ ]	[ ]	[ ]	[ ]	[ ]

10. **RELATIVE PREPARATION: HOW WOULD YOU RATE YOUR TRAINING COMPARED TO OTHER EMPLOYEES IN YOUR WORK GROUP WHO DID NOT ATTEND A VOCATIONAL TECHNICAL SCHOOL? (please check one)**

a. [ ] No basis for comparison (I can't compare)
b. [ ] I am better prepared
c. [ ] Both are about the same
d. [ ] I am less prepared

11. **VOCATIONAL TRAINING: THINKING BACK TO YOUR HIGH SCHOOL VOCATIONAL TRAINING PROGRAM, PLEASE RATE THE TRAINING THAT *YOU* RECEIVED IN THE FOLLOWING AREAS. (please check one answer for each)**

	Very Good	Good	Neutral	Poor	Very Poor
a. Technical Knowledge	[ ]	[ ]	[ ]	[ ]	[ ]
b. Work attitude	[ ]	[ ]	[ ]	[ ]	[ ]
c. Work quality	[ ]	[ ]	[ ]	[ ]	[ ]

12. **WHAT IS YOUR OVERALL RATING OF THE ACADEMIC TRAINING THAT *YOU* RECEIVED IN HIGH SCHOOL?**

Very Good	Good	Neutral	Poor	Very Poor
[ ]	[ ]	[ ]	[ ]	[ ]

13. **ARE YOU CURRENTLY ATTENDING SCHOOL? (please check one)**

a. [ ] YES, full-time school
b. [ ] YES, part-time school
c. [ ] NO, not at all

PLEASE ANSWER THE FOLLOWING QUESTIONS. THEY WILL BE USED FOR RESEARCH PURPOSES ONLY.

14. **I AM: (please check one)**

a. [ ] Male
b. [ ] Female

15. **RACIAL/ETHNIC ORIGIN (please check the *one* that *best* describes you)**

a. [ ] American Indian or Alaskan Native
b. [ ] Asian American or Pacific Islander
c. [ ] Black, NOT of Hispanic Origin
d. [ ] Hispanic
e. [ ] White, NOT of Hispanic Origin

PLEASE FEEL FREE TO ADD ANY COMMENTS ON YOUR HIGH SCHOOL VOCATIONAL TRAINING.

THANK YOU FOR YOUR HELP

Time Begun _____

7. Non-Respondent Telephone Protocol

Name: _____

Phone #: (___) _____

I.D. # __ __ __ __ __

Hello, my name is _____ from TDR Associates. May I speak with _____.

If respondent is no longer available at this location, ask -- Have they...

a. [ ] Joined the Military
b. [ ] Moved
c. [ ] Refused to give information

Once appropriate respondent is clearly identified... Reintroduce yourself and explain... (I'm calling about a letter that was sent to you a while ago concerning a state-wide study of vocational school graduates.)

1. Did you get the letter?

a. [ ] Yes
b. [ ] No

If NO, explain study and ask if interested in receiving questionnaire.

2. Could you tell me why you didn't return the questionnaire?

a. [ ] Forgot
b. [ ] Didn't want to
c. [ ] Misplaced it (lost)
d. [ ] Didn't like the study
e. [ ] Doesn't want to have anything more to do with the school
f. [ ] Didn't understand the questionnaire
g. [ ] Other (probe) _____

3. Are you currently employed?

a. [ ] Yes
b. [ ] No

If NO, Are you actively seeking employment?

a. [ ] Yes
b. [ ] No

If Employed

4. Are you employed ...

a. [ ] Full time?
b. [ ] Part time?
c. [ ] Military?

5. Are you self-employed?

a. [ ] Yes
b. [ ] No

If Unemployed

6. How long have you been unemployed?

   a. [ ] less than 6 months
   b. [ ] 6-12 months
   c. [ ] more than 1 year

7. How many jobs have you had since you left school? (Ask of all interviewees. Those currently employed should include present job in total)

   a. [ ] None
   b. [ ] One job
   c. [ ] Two jobs
   d. [ ] Three jobs
   e. [ ] Four or more jobs

8. Are you currently attending school? (ask of all interviewees)

   a. [ ] Yes
   b. [ ] No

If YES ...

9. Do you attend --

   a. [ ] Full time
   b. [ ] Part time

Finally, for research purposes I'd like to ask if you are --

10. a. [ ] Male
    b. [ ] Female

Ask only if necessary

11. What is your racial/ethnic origin? (Read codes if necessary)

   a. [ ] American Indian or Alaskan Native
   b. [ ] Asian American or Pacific Islander
   c. [ ] Black, not of Hispanic origin
   d. [ ] Hispanic
   e. [ ] White, not of Hispanic Origin

That's the end of the interview. Do you have any questions? Thank you for your time.

INTERVIEWER: Add any additional comments here.

Time Ended _____

TDR Associates, Inc. Training/Development/Research

8. Supervisor Letter and Questionnaire

November 9, 1982

Paul B. Herson
18 Tournament Road
Natick, MA 01760

Dear Paul Herson:

Does vocational training in Massachusetts effectively prepare our students for work?

Over 7,000 vocational high school graduates/leavers and their employers/supervisors across the state are now taking part in a study designed to answer this and other questions about vocational training in Massachusetts. Florence Grayson informs us that you are her supervisor and has given us permission to send you the enclosed questionnaire. Please take a minute to fill it out and return it to us in the self addressed, stamped envelope provided.

Your answers are very important. We are doing the study for the Massachusetts Department of Education. The results will be useful in improving vocational training in Massachusetts so that it will better meet the needs of business and supervisors such as yourself. Your answers will be kept confidential by us. The names of individuals, schools, or employers will not be used in the study reports.

Please complete and return this questionnaire as soon as possible. If you have any questions or would like additional information, please call us collect at (617) 969-0654.

Thank you very much.

Sincerely yours,

Joe

Joe Rappa

I.D. #

1982 MASSACHUSETTS JOB-PREP STUDY

Employee's Name: _____

Supervisor's Name:* _____

NOTE: If your name is different or you are not the person mentioned above, please **print** your name and position below.

* _____

DIRECTIONS: 1. Please answer **ALL** the questions below as they apply to your employee, whose name appears above.

2. When completed, mail this form back to us in the stamped-addressed envelope provided.

---

1. The effectiveness of a person's training can be rated on the basis of first-hand knowledge of their vocational high school program, or observing their performance on the job. On what basis will you be answering questions 2-4 below? (Please check **one**)

   a. [ ] **Only** on first hand knowledge of the employee's vocational school program
   b. [ ] **Only** as reflected in the employee's job performance
   c. [ ] **Both** on knowledge about the vocational school program **and** the employee's job performance.

2. **VOCATIONAL TRAINING**

   Please rate the vocational training received by this individual in the following areas:

	Very Good	Good	Neutral	Poor	Very Poor
a. Technical Knowledge	[ ]	[ ]	[ ]	[ ]	[ ]
b. Work attitude	[ ]	[ ]	[ ]	[ ]	[ ]
c. Work quality	[ ]	[ ]	[ ]	[ ]	[ ]

3. **OVERALL RATING**

   What is your overall rating of the vocational training received by this individual as it relates to the requirements of his or her job?

Very Good	Good	Neutral	Poor	Very Poor
[ ]	[ ]	[ ]	[ ]	[ ]

4. **RELATIVE PREPARATION**

   As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

   a. [ ] No basis for comparison
   b. [ ] Individual is better prepared
   c. [ ] Both are about the same
   d. [ ] Individual is less prepared

5. **KNOWLEDGE ABOUT EMPLOYEE**

   How closely do you get to observe this individual's job performance? (Please check **one**)

   a. [ ] Nearly all the time
   b. [ ] Half the time
   c. [ ] Once in a while
   d. [ ] Very seldom or never

PLEASE FEEL FREE TO ADD ANY COMMENTS ON THE QUALITY OF TRAINING OF YOUR EMPLOYEE

THANK YOU FOR YOUR COOPERATION

9. Follow-Up Postcards

STUDENT POSTCARD

Two weeks ago we mailed you a questionnaire about your training at a vocational/technical school. If you have returned the questionnaire we thank you. If you have not yet returned it, we ask that you mail it as soon as possible. We need your help!

If you did not receive the questionnaire or have questions, please call us at 969-0654.

Thank you.

Sincerely,

TDR Associates

SUPERVISOR POSTCARD

Two weeks ago we mailed you a questionnaire about the vocational training and job performance of one of your employees. If you have returned the questionnaire we thank you. If you have not yet returned it, we ask that you mail it as soon as possible. We appreciate your help!

If you did not receive the questionnaire or have any questions, please call us at 969-0654.

Thank you.

Sincerely,

Joe Rappa
Project Director
TDR Associates, Inc.

385 Elliot Street, Newton, Massachusetts 02164

APPENDIX B:

Completer/Leaver and Supervisor Comments By School Code
(Verbatum)

Sample schools were assigned to one of two groups--one representing the Class of 1979 (0-22), and the other the Class of 1980 (50-72).

Completer/Leavers Written Comments

At the conclusion of the one-page, two-sided completer/leaver questionnaire space was provided for respondents to make comments related to their vocational training or job placement. In reviewing these comments, it should be noted that only 18% (268) of the 1,517 respondents added comments or observations to the questionnaire.

Almost half these comments can be described as generally positive statements (28%) or general statements of an unspecified nature (21%). An example of the former category is "My education at _____ was great!" and of the latter, "Started in my field then advanced into a management position." Of the rest, the largest percentage (9%) were negative comments on the technical training and knowledge provided by the school. Most of these respondents felt their schools needed to upgrade and modernize the knowledge base, techniques, and equipment in the areas in which they were trained. Some also felt they had not been adequately trained to either find a job in their field or, once a job was secured, to perform well in the job. Insofar as comments regarding job performance skills are concerned it is interesting to try to "read between the lines" and correlate these remarks with those made by supervisors. There is some sense of unfulfilled expectations concerning the type and level of job expected by completer/leavers upon leaving school. On the other hand, many supervisors expressed concern over students' unwillingness to "learn the ropes" in a particular job situation. They often cited students' reluctance to accept new or different ways of performing specific tasks. One wonders if the general lack of worldly and/or work experience on the part of completer/leavers leads them to expect a higher level of initial performance than their actual capabilities allow. Then, when faced with employers who are not totally accepting of the specific

techniques and/or practices they learned in school, the completer/leavers feel inadequately trained. The sparse data presented in the supervisor and completer/leaver comments does not lend itself to further speculation, but the area of employer and completer/leaver expectations may merit further examination.

STUDENT COMMENTS

While 9% of the comments were negative with regard to the vocational training received, it is interesting to note that almost as many (7%) were positive, especially on the part of those who indicated they are still working in their field of training. Several of these respondents indicated they had entered the field with enough skill to get started but had actually learned on the job.

Comments on academic training, on the other hand, were more negative (8.6%) than positive (.4%). While some respondents felt they had been adequately prepared to pursue college studies, most felt their education in areas such as English, math, and science had been very poor.

In conclusion, no summary or overview can capture the total sense of these comments. Therefore, an examination of the comments (presented by 2 digit school identification code) will prove interesting and is recommended.

Students:

It is misguiding to believe that you can enter every field offered at a shop.

I would just like to make a comment on how good my vocational training was. I enjoyed and learned a lot in my training at Jones. My shop teachers were always there to help then and have assured me they always will be in the future. Last January I was in the process of looking for a new job. I went to the school and saw Mr. Olsen. He gave me advise and treated me as a person, as an adult. With his guidance, I am now working in a position that I enjoy and is exactly what I wanted. I'm the purchasing agent's assistant. I feel that my training has been a helpful asset in my position.

I'm very much in favor of vocational training depending on what the individual is looking for. If they are looking for a good education and excellent vocational training, a vocational high school will give them what they want. They will get as much out of the school's education, as they put into it.

My vocational training prepared me well for my job field. I was able to start working right after high school in my field. I worked a year and half with my training with a small company. As the company grew I advanced into a management position. Today my job is non-related to my field, but I feel without my training I would not be were I am today within my company. My training will never leave me. It's something I will always have in case I have to rely on it sometime in the future.

Started in my field then advanced into a management position.

I don't think my comment on vocational education or academic education will persuade the system to change.

However, I feel obligated to express my thoughts on this important subject. Academic education should be taught through grade one to twelve for everyone. Just as a regular high school.

The maine subjects should be properly taught through the twelve years. As you can see my punctuation needs alot to be desired. Tell me, what ever happened to: Math - English - History & Science taught the "Old fashioned way." I went through more methods than Johnny Appleseed planted appleseeds. Now their brining computers and adding machines "More methods"!

Personnally I feel robbed of basically steady standard education. I've read about parents who are teaching their own children. Tell me why! To me its obvious. Its lack of discipline in schools and at home to I guess. Plus the parents teach more on a one to one basis. "Old fashioned" I don't know, but I hope our children aren't a bunch of yambies. What better way to take over America than through lack of knowledge. Leave the vocational training until after twelve years of Academics The "<u>old fashioned way</u>"

The vocational training was there. How far you went with it depened on the individual. Also now I am in need to expand my att round acidemic aptitude.

Several of my classmates, in the same shop I was, are still in closely related trades. Smithson is (or was) a very good school.

Students:

College has helped more, but the vocation that I did take in High School I don't feel is a trade - distributive education.

I found school and work to be two total different thinks.

Students:

I went to Scott. This school is on the top of my list as far as teaching and ease of learning ability, would recommend to anyone

Depending on your attitude towards learning a trade and working, a vocation training program in high school can be very helpful. It was for me!

I enjoyed the school very much.

Need further training in the Health Field in order to get a good job.

I would like to add that Scott is exceptional and deserves to be mentioned. (Graphic Arts Dept.)

The smartest move I ever made.

It was great.

I feel my training was excelent. It prepared me for work with knowlage above The Average. The only problem getting out of school I wasn't positive it was what I wanted Now I finaly realize it is.

Students:

I always say to this date I wish I was back in my carpentry class. The teachers there were the best. They were so intellegent, informative and interesting.

#11 There was not enough presure to do your work fast.
#12 The academics were not stressed enough

#9 Does not apply to job at all.

Best thing I've done in my life.

I think that going to a Vocational Technical scool was probably the most benefeicial thing I'v ever done. In todays society good jobs are hard to find, but I think that business people realize a hard worker when they see one. And thats what "my" school built.
They taught us what it was to work together and stressed the importants of aditude, attendance and good working habits.
I would recomend strongly going to a Vocation Technical School.

I was reading the letter that my son got from you about vocational training schcols and I just want to put my 2¢ in - o.k.
I feel very strong about these school and feel it would be a big shame if they disappeared. It gives so much to our children that can't afford to go to college. I can't say enough about Johnson - a wonderful school. It is like a family. The teachers and workers care so mcuh and help their students. I wish the O'Hare schools were that way. Today the teachers just care. It is very hard to get children through school. My son went to Johnson and it made a nice young man of him. I was worried that he wouldn't abide by their rules - dress code is one. But that is one way he changed. I am real proud of him because he went to this school. If their is a problem they call the parents and together get it straightened out. Please I pray don't ever get rid of these schools.
Vocational training just has to be.
My son was very sad when he graduated. But got a good job through this school. I'm so <u>Thankful</u>.

I personally feel that in the latter part of you vocational trainging, that more time should be spent outside the high school enviroment. Either on field trips or practical experience. Both would benifit the student.

Training was the best thing that I have taken, and put me into a good paying job and I would do it again.

My compliments to the Vocational Education System.

Vocational training is very good <u>if</u> the person intends on pursing his career right after high school.

Students:

I am very happy at the schooling I recieved.

I think that my vocational training was real good. But right after I graduated it was very dificult to find a job. So I joined the U.S. Navy. And now that I have competed my military service puts me out of a job. I have contacted at least twenty companys in which I may use my vocational training in machine and architectural drafting. But nobody seems to be hiring.

I would like to have a better math background.

#10 Received award - direct result of vocational training.

I am very glad and I will never regret going to a vocational school.

The school I attended did not teach new techniques now being used in my trade. The equipment needed to be upgraded.

Classes are very important. In college, my training has helped me tremendously.

The vocational training was very good but the academic training should be improved for those who attend college.

I still enjoy carpentry. And I am glad I had the training. I was outstanding vocational student award winner. Academic training was poor. I am now in college and plan on going to Law School.

I would like to make some comments on your Job Prep Study form. I am happy to see that there are still people in this world that care about our schools for our children growing up!

My Vocational/Technical training at Selmore was very good except after I graduated I went into the U.S. Army and after 3 years of the Army I was honorably Discharged and am now in the Army Reserves and full time at "C" Company!

My problem with my voc/tech training as a Machinist is that the Company's that I have applied for say that I am not qualified as a Machinist anymore after 3 years in the Army as a Truck Driver!

But I am still glad that I had 4 years at a voc/tech high.

I feel that the academic education was far superior to the public school system.

Students:

I would do it all over again.

I think they should stress the academic course of english the area of grammar and writing.

My shop area was undergoing a change while I was attending school. I'm sure I would be working in my field of study if the changes had been made prior to my entering school.

I personally feel that my high school ed. was poor and did not help me when I wanted to further my education.

My son Andy who is slightly retarded (hydo aphelic) being treated presently @ Washtenaw Hospital graduated with a diploma in Culinary Arts. Schools being what they are tody i.e. Everyone graduates. He recieved a minimal education.
Andy is being counciled @ Washtenaw but, because of their work load has had very little help in aquiring employment. In my estimation Andy wasted 4 years going to the voke school - if there is help for Andy I would welcome it.

My vocational training was excellent. And my teachers were very dedicated.
After I graduated from high school I worked for one year and then decided to go to college (secretarial school). After I finished college I had an extremely hard time trying to find a job because no one would hire me right out of college; regardless of any typing speed of 76 word a minute and my shorthand speed of 120 words a minute. We could not graduate unless everyone was a "top-notch" secretary.
*<u>Could you please tell employers that were are these graduates going to get experience if no one would hire them</u>?
I ended up taking a job with a very <u>disappointing</u> salary because I was despret at the time.
*That question has been bothering me for quite some time now, and I jsut had to tell someone.

I do not feel that I had enough / or good science courses (which are needed for my job).

Could teach more about work out in the trade rather than shop related work. Give more outside the school - on job training.

Vocational training in the academic, english science, fied was <u>poor</u>!

I stopped working to be a housewife and mother and am going back to school to further my self.

Students:

Staff of the school want work done on all of their vehicles and friends over common payers.

The co-operative program in the senior year was in my opion one of the best learning experiences to be had.

The teacher I had, put a lot of effort in teaching us, he made us learn. We had a very good Vocational Training Program.

Students:

Job placement was excellant. Coop program well run.

I can say that I'm very pleased that I went to a Vocational School! At Kerrinan I attended the Program of Machine Practice. (Machinest) During those 4 years in that trade I learned enough to provide my needs to start in my trade. I will strongly recommend a Vocational School to any one, let it be male or female! At least they have a chance to pick up a trade and a education at the same time.

My vocational training was "Health Care," even though I'm not in the trade related working area, this trade is valuable for myself of the up bringing of my family and of my own health.

Vocational training permits anyone who truly applies themselves a distinct advange in the current job market along with the attitudes and perspectives needed to become competative enough to excel in their chosen field.

#9 It should have had more expeirience with power tools.
#11 We were stressed on quality and told it was our name going on the job. Good reputations get jobs easily.
#12 I should have been pushed a little harder by academic teachers. Own pace didin't work.

In accordance with selection vocational training didn't give the experiance employers were looking for.

#12 Could have been more organized.

My training at school was good. The only reason I'm unemployed is because I'm home taking care of my child. There're lots of openings in the field I was trained (dietary aid).

My only remark is to increase the academic requirements for a stronger educational background.

I am glad to say that vocational school, prepare you better for the working world. If all schools were vocational there would more educated people. My training was related to post graduate course that I had taken at vocational school.

#12 I think a classroom system is much better than the lap system they used at Freedman when I was there. With the laps a teacher would give you lap and you would do it at your own pace and if you had a problem you'd ask the teacher. Not like if the teacher was up in front of the classs teaching you something from a book and giving you home work every night.

Students:

The technical experience that I recieved was great and I wouldn't of changed it for a Regular Public School. The Academics need to be upgraded. I am not in the field now, but I feel I was better off going to a Tech.

I got much out of my agricultural training for many practical areas of my life, but chose not to reamin in the floriculture field - no money.

I feel that my high school education has helped me in preperation for my career and my college Education e.e. Major - Environmental Design (Landscape Architect).

Would like to add that did work for 4 years in job related to training in places such as "A" Company and "B" Company.

I think my school is failing very fast! Because it is not offering enough act. work with livestock and are not doing enought with F.F.A. and comparing different breed of livestock. I think it is out to make only money also it is very over staffed with workers and office people.

During schooling I majored in outdoor work, i.e., landscape, plant I.D., etc., which, I feel gave me a advantage over new employees. Now I however I'm working indoors doing silk floral work and basic shop help, so my schooling would not give me such an advantage because that was not the field which I majored in. My vocational schooling was a definate advantage to first getting my job and helped a great deal in asisting others. Academic training was not up to regular high school standards, but with 2 yrs. of regular high school it was sufficeant. If academic was improved I would definatly recomend vocational schools to anyone who felt they knew what they wanted for a future career.

As a student of two Vocational high schools, I am assuming that this questioneer is concerned with my trianing at Tall Vocational High school. I was majoring in Plant science for my Freshman and sophmore year. I also attend Marilee, were I majored in Animal science, my junior year. I continuing my education to major in Landscape architecture and engineering major. I work for my self as a land scape contractor part and summers. I work for a land scape contractor.

Students:

For two years I worked at a reletively good job in my trade, but left that job to attend school fulltime, to complete my training and be able to move up the "company ladder."

The best thing I ever did!

#9 Academically half the kids coud'nt read and do basic math any better than elementary school kids.
Currently I am making up an Intro to Calculus course and strength of materials also This is a direct result of the rather poor academic preparation for college courses - you're set back 2-3 yrs.
To bad this study was'nt done 15-20 years ago

#10 Especially 1st 2 years in Braynard with hands on experience at the "Voke".

Job load heavier than expected, job time different than traing.

As a grad. from a Voc training School, I feel in my field a heavier work load and a better reality to the working field of my profession would have been more adquate in preparing me for the field of work.
As acedemic goes a better selection of Course would be great, in order to continue Ed in my field. As it stands know I would have to go to night school for course not avaible to me in Voc High School. Before going on to college and with finance as they stand and Econimy so high I am unable to do both.
All in all though I enjoyed my voc training a lot more than I would have a high school for I was a lot better prepared than many. I thank the Voc training system for that, for I would not know what I know in my field if I had gone to a High School or I would probley be like many Americans at the unemployement counter, for lack of Skilled Knowledge in the job market to Day.

#8 Could have been a nurses aide without training - was a waste of time.

I know my vocational training was great because I know more in somethings than my employees. I took cosmetology and I have a brother now attenting the same school for electronics and he loves it.

I understand that the school I attended the programs have declined in quality and is steadily going down hill!!!

Due to budget cuts at my old High School, the quality of my training was not very good my senior year. We did nothing the last month.

I think that Voc. Tech. schools are the greatest schools ever invented. (I have a niece attending one also!)

#10 Every one in my work group went to trade school.
#11 Mostly all my trade teachers became good friends, not just teachers.

The field that I wanted was a full class so I had to take a second choice for which I was not satisfied with and now don't have a good job.

Students:

Vocational Training helped me in persenal & professional Development.

In high school I was disgusted with what I was getting out of it. high school seemed like a big joke. So I went to vocation school my Junior year! It's the best think Ive ever done. 75% of people I know who graduated with me are doing better than people with Just diplomas or degree. vocational school taught me resposability and job toughness--trainging me for the harshest employer. Im glad it was like that because it showed us exactly what to expect once we got into the job field after school.

I feel that my educational background helped me by no comparison to someone fresh in the field. In Culinary Arts you learn the basics of Food Prep. I do think more attention should be made to the basic "set-up" of a front cooking line. We were taught, meat prep, cold foods and veg. prep.

Just having the basics can prepare you to "cath on" that much quicker. As I was in the bakery, just as the kitchen, it prepared me for both fields. As I am now a front line saute' and fry cook and baker.

High School Vocational training was the best thing that ever happened to me. It is a <u>vital</u> program!

If not for my vocational experience at high school, I would never have pursued the graphics field as I now am.

The machine Tech. course at Angell could have had a better equipt shop facility.

My job for "A" company is a pipefitter. My carpentry training at the Voke helped a great deal. Blue print reading, calculations measurements are a very important part of my job.

Students:

The teachers took time to help you to use a realist look at working in the commuity.

My classes should of had financial management.

I have had 1 yr. in food trades which I have felt that it wasn't worth it. Then I took Distributive Education which I felt that I learned more about Business field. Into which I am going to further my education in that kind of field. I am surprised that they drop that kind of field in Mason High. I know that it was a good field.

I think the teacher care enough to teach me. Because I was a girl He thought girl did not belong in Vocational.

#8 Need more than 3 years trianing for good job

I feel that this Job-Study sheet is a good idea. That this will at least tell someone what the unemployment situation is. Right now, it's not to good.

The vocational training that I received in High School, I have used at two different jobs. It has come in very handy. But when I could no longer find work in that field and did not feel to relocating. I had to find somethingelse. Which was to be a completely different trade. I had to go back to school and be trained again. The school could only give me the basic principles of this certain trade. What it was, is the trade was more advanced then the school could handle.

I feel that the schools should try to keep up with the technology as it is increasing rapidly. If not how are we supposed to run the new machinery

I received my job by means of co-op my present positon is headpressman

I was in Marketing & distribution classes in High School. While I did not choose to stay in that field of work, I feel the trainin~ I recieved at Haven High was good. Other class - members are presently in that field and doing well.

Well I feel that the traing program our good. But you do not receive enough expierence for the job world.

I find that there are medically related aspects of training that I know and that weren't trained in college - I always will have these ahead of others.

#9 In a nursing home I think more than a High School education is needed to take on responsibility of a cook. While there - I am learning with experience Maybe I got the job because of my culinary back round - Anyone can do the job -

I need a job!

I would like to add that due to my training I have now become a proffesionol regestored drag pacer and will soon be in my own Business.

I have always been interested in this feild without vochational training I would not be working.

I thought that the training I received at Easton was far superior than that of my co-workers who attended other Vocational schools.
The technical knowledge seemed to also be far superior as well as basic knowledge. I knew how to do more of the "more advanced" basic operations than my co-workers.
I was on a work study program and believe that Vocational school was the best thing that ever happened to me.
And I hope that some day my children will consider Vocational school. I recommend it highly.

The vocational training was terrific. But the academic was not so good. I tried 1 year of College and Flunked out. I can honestly say Markely did not prepare me academically.

Without Vocational Training I wouldn't be where I am now or have the chance to be there.

Many teachers were not aware of modern techniques in the field I was studying.

Graduates and Freshman should all know that this is a Hurting trade with the economy the way it is. Also Framing Jobs For year-round employment has become next to scares.

In the academic schedule I would have liked to see a foreign language offered.

I hear of people who study cosmetology at Public Schools and the training & professionalisum can not even compare to the traing that I recived at Walters.

I feel that I did learn something, but not enough to go into the field I chose in school. Academics I feel I didn't learn anything. I don't know Math, history, English.

I enjoyed my 4 years at Walters very much.

I think vocational students should be required to pass English & Math 4 yrs. Vocational H.S. need minimum requirements to graduate. A Vocational student should pass the same requirements of any college bound student. (Including forign languages if possible.)

The training I received at Walters was excellent. My first job the employer gave raises to the poeple from Vocational School Because we were that much ahead of the world.

Feel the tech. education was great and Academic skills were comparbel to area High Schools.

The English and Math standards need to be raised considerably. My College work is greatly impaired for not having enough Eng. & Math.

I believed I could have learned much more if I had paid more attention to the instructor.

I feel that the vocational training is the reason for my success. I earn $20,000 a year and rising and I feel that is excellent taking into account that I have never went to college, except part-time and here and there.

I feel that I recieved an excellant education at the Vocational School that I attended. I did however further my education by attending a hospital affilated nursing school upon my graduation from high school.
I feel that vocational training did prepare me for my further education, but would not have prepared me for the position I currently hold.

The nursing program was interesting but it gave me alot of information but when you graduate you are a nurse's aid. Any one who walks off the street into a medical facility is called a nurses aid.

Students:

As a graduate from a technical school who chose to go on and advance in my field (nursing) I feel the academic courses were lacking very much as far as preparing me to continue my education. After much work of showing my academic ability I was accepted to Cory School of Nursing of which I graduated this year. Took state boards in July and passed with an average to hgih score. I feel it was a lot of work and a change of lifestyle for me as far as academics is concerned but I'm glad I did it. This leaves me with one question.

Why do these schools only accept individuals who can pass a certain test?

I would think you would want the individuals who are known to be hard workers but are unable to pass the test. If they cant pass a test to get in a High School, how are they ever going to pass to get into college? - the answer is they dont! So why not give these less fortunate individuals a chance to prove themselves, learn a trade and make an acceptable/comfortable living for themselves?

#12 Good if you were not planning to further your education. In my position further training would be needed to continue in that field.

I think we should have graduated with more of a degree. After studying for four years, than we did.

#11 More math.

It was very helpful, I highly recommend it for any purpose.

Graduated #1 in shop and feel I was not well trained in the field except on very academic level.

I would like to add that I was involved in commercial art and I have a very good summer job as a technical artist however in order to go anywhere in this world of our's you need a college education therefore I am presently enrolled as an art major at St. Ivey. Hopefully this education experience will allow me to get into a more creative job field as well as allowing me to move upward and onward with my career once I get out of school.

Just wanted to say that my technical training was not a mistake but rather has put me far ahead of art majors and colleagues.

Students:

I am presently stationed in Scottland as a U.S. Navy Sea Bee construction electrician. My schooling before my military career helped me to be an Honor Graduate and get awarded Outstanding Performance in my basic Naval schools. I would fully recomend a vocational school especially in my posistion where I've worked with high school graduates and there is no comparison. The only reason I'm in the service now is not lack of education but lack of jobs in the civilan world.

Henry Vocational High School, to me is the best vocational school in the world - that does also include the staff from teaching to administration - They are a great group of faculty! I enjoyed my High School years tremendously.

I worked in my trade 7 months after high school. I have a baby now but plan on continueing my trade in the future.

I think the vocational training I received was good, but could be updated for today's standards. Such as new tools etc.

I would also like to add that High Schools (I attend to in Mass) should prepare you more for the "real world" such as taxes, buying Insurance, checking accounts, training that can be expected in college, how a small business is run and how to get started, what it takes and how to buy a house, land etc.

I think all schools lack in this type knowlege and kids would be better off for it

There was not enough training on the industrial part of the metal fabrication field, even in the senior year. Just basic fundamentals.

The automotive teachers at Henry Voc. were very good.

I am very happy that I went to Haymore for four years

Your "Job - Prep Study" form was very basic so I thought I'd add some additional comments to make my opinion a little more clear to you.

I was very satisfied with my technical vocational training at Haymore although, looking back, I wish I had tried harder because I realize now that you can never acquire enough knowledge to ready you for the outside world of employment. But, I guess probably all graduates look back and realize that in later years.

What I wanted to point out to you is the factthat when I started my job as a co-opper (full-time school one week, full-time work the next), I felt that the job, I received was below that of my fresh new technical ability.

I started at a level that most anyone even interested in Electronics could probably perform. I worked hard, still, but it took almost a full year for me to acquire the position of technician, where I finally began to use my knowledge and skills and was able to apply them directly to my work.

Meanwhile, during that year when a lot of my technical knowledge was dormant, I feel some of it had sunken back into the chasums of my subconcious mind. I feel the employer should have taken more advantage of my - I should say "our" because there were quite a few of us - fresh knowledge and my fresh new eagerness to start and excel in the realms of the working world. My boss and I get along quite well and I respect to the utmost, and I feel that it was probably not all his responsibility for "our" slow start in progressing upwards in the company.

I feel that my vocational trainig was the best thing that happened to me. I was employed in my field til I had a baby.

1. Teachers showing favoritism 2. giveing credits to wrong students instead of the ones who should recive the credit

I found my training in electronics good but not enough of the latest technology. I moved up in position fairly well and with the aid of my school I found it very easy to land a jop which paid very well 13.5K a year. I'm now going on in school to get my eng. in electronics or coumputers. I'm having some problems. I find that students that have come from regular schools are better at math and english than I'am. and so I feel that my training at High School was not good enough.

I am handicapped and I was in the special needs section at Henry. They not only trained me but accompanied me to on the job training - stayed with me while I trained and had follow-up-visits by the school to my job site.

#9 But you only get what you put into it.

I feel that all the other shops in the school would give you proper training to get a good job except culinary arts. To much consontraision on pushin the food out at their restraunt.

In regards to training the school prepared me for residential construction only, by first job was in the commercial/Industrial field.

I think that vocational schools help out in a lot of areas.

#11 Improvements could be made in the areas of technical knowledge.

The school in which my brothers also attended was an excellant school for teaching and learning.

Students:

Vocational teacher should preference to certain students for on the job training.

Don't train to fast???? Need goo Teachers

Students:

I myself, feel that my education at Wayne was very meaningful. The materials that we covered when I was a student there is very preparatory when we entered the working world after graduation.

My job doesn't relate to the training I had as far as my schooling I had great teachers.

I am now attending a vocational High School as a Post Grad in a different field.

School Traing Gave Me a good start To find a JOB

I went to High School for one year and did't learn nothing.

#12 I don't feel the teachers care about their work.

My High School training was very helpful in getting the job I have now.

The technical training was very good. The academic caricular can be improved. School (Trade) prepared me well for work.

It was good training, but it should have been a four year course. There is alot to learn in so little time to learn it. Befoer I get a job in it (air con, ref, heat) I would like to know more. (I would like to go to college)

I was able to take my electrical exam in 1 yr after high school & I passed.

I think technecal Vocational training is one of the best forms of training their is.

Now attend a four year university!

In reagrds to the Vocational Training Schools.
I think it's a must and should be helped inanyway, athlectics also.
The particular school I went to was very imformational and the people or adaministration were understanding and helpful.
I enjoy myself the 4 yrs I attented and often go back to keep in touch with the teachers there.
To sum it up I think Voc. schools are very benefiting and every kid should have the opportunity to be enrolled in one.

Students:

The jobs I have had my High School Training helped me some what.

Students:

I thought the vocational traning was very good, but the academic program, was to be very much disired, very poorly organised teachers attidutes were poor, (not enough money spent on academic program, money - went to shop use) . . .

I myself took 1½yr. Culinary Art's (very much related to 1st job after High School). & 2½yrs. Graphic Arts (to do with present job. waiting for pressmen's job). (union) and with the Graphic's training I took have very good chance for job. (and I enjoy my work very much).

Going to Pepper Tech saved me time and money. I am very happy in my field of work!

I think that vocational tech. schools, are a very good thing. I got alot more out of it than I would have at a regular High School. When I decided to go everyone thought I was crazy because I am an A+ student and everyone has the silly Idea that only people who cant make the grades go to a tech school as a way to breeze through and get an easy Diploma. to some extent this is true, I knew quite a few people who spent four years bouncing from shop to shop and never really learned anything. (but they Graduated) The tech. schools are really not very different from regular High Schools in the Fact that you only get out of it the effort you put into it. The best thing about the school that I went to (pepper tech) is that the Horticulture and Landscaping Dept. had an early Release program, where if you had High Grades in every class, and Had a Job Related to Horticulture or Landscaping you were able to Go to work from April 15th to whenever school started in the Fall, You were still Required to complete all accidemic assignments and teachers came to the Job site and gave grades & evaluated you on your work and talked to your employer. It was difficult to complete but was worth every minute. I have been working for "B" Company for 3 Years and am Making 5.50 per hr. and 8.25 overtime I work approx 48 hrs. per week and love it. If i had not had the chance to go to the tech I don't know where I would be today. But I know It would have taken me twice as Long to get where I am today. I would Like to say a thank-You to the Dept. of Education for Keeping tech schools open. I hope everyone has the chance that I had.

The school should be a little more strict

Students:

The training I received at Kennedy Vocational School was of high quality training and enabled me to feel confident in all phases of my present employment. I work on intensive care surgical floor.

Co-operative program is offered to Junior-Senior students This program is excellent!

High School training teachers took one-on-one training for hands on experince and helped out alot of students that were really willing to learn but slow a learning

My vocational program was, fair. I was trained in the field for another type of Job wich I felt was much more rewording.

Students:

If I had to do it all over again I'd do it exactly the same The Murphy was <u>great</u>!!

Students:

I took cosmotology in my technical school, although I did not finish I use my training I got now for my own purposes. I do hope to go back when my children are older to finish.

#10 Very bitter about my four years at Vocational School in computers - Have gone to many job interviews - all tend to say I need more education - When I decided to attend Hill Technical High School I was told when I graduated I would be prepared to find a job in the computer field - Found this not to be True-

I feel it would have been better off to have attended my high school - at least overall academic training would have been better -

I didn't finish my hours but I would love to finish sometime.

I had 3 of the best auto body teachers at Hill.

Instructors may have changed since I went to school. and that has alot to do with work attitude, quality and technical background

The school was a good school I had recieved better grades at the technical school then my school that I went to before.

I learned alot, but I feel that I could have learned a lot more after I graduation they didnt help me get into my field of traning like I thought I tryed to get a job in my field and noone would hire me, so I took a job that wasnt even related to my training after time past I tryed again to get in my field and noone would hire me, they said they didnt want to take the time to start and train a new person. It is very discourageing so I take what I cant get.

Its the best school I ever attended I got a lot out of it, but like everyone say we need more jobs to protect the education that we have received.

#13 I decided I needed more training on top of what I received in High School.

First of all I'd like to say how happy I was to learn that someone is keeping track of our vocational education programs.

The job I currently have is not related to my field-of-study in highschool. I do however still have my sights set on something in that field.

During my years at Avery I learn many things that I feel helped me in the "real world". My vocational training (in my eyes) was complete and very enjoyable. But I think more importantly we were also taught good working habits. This is (I think) the most important part of vocational schools, to teach young people how to co-exist with other in Real life working situations.

Our school had about A 90% Job placement average.

I am a machinists, and earn very high wages. Also I have very good benefits.

The program prepared me so that I know more than almost anybody else In our shop.

I am going back to school because I want to know how to run and program numerical control machines. Along with Computer assisted machines. I feel the school should push the maths for this type of work. It is what the future is going to offer.

I got my job through the school placement program and have working there since. Approximately 3 yrs.

Students:

The school was fine, the trainer terrible. Cosmetology "1980".

Now that I am out of school and thinking back I feel the nursing program should have more to it. When I left school I was qualified for a job I was already doing for 2 yrs before I took the course The nursing course was very misleading (It should state "Nurses Aide course)

#8 Not enough preparation - Would have to further my food traning.

#9 & #10 We were not taught everything we needed to know.

If I was to do it again I would chose a trade school the people at Manford are there to help you if you want to learn I went to a vocational school and I am very happy I did I got to be good friends with the teachers and I was helped in finding a Job on a work study program. I really miss school

I feel that my training in my trade area was good. but on the other hand, they Lack academic Training, so bad that when you go to college, and they say you already had this in High School. You Realize Just how much you missed, I don't feel that this is right. Because then you feel alwful about the school you went to, and that's not how its supposed to be.

Another thing that is wrong is they dont offer chemistry, something Basic if you did decide that you wanted to continue your Education.

Students:

I feel that a Vocational School is the Best school a person cen attand.

Attending Murray Voc was the best move I've made in the last 7 years. I highly recommend Vocational Schools to anyone I talk to about the subject. I was more than happy to fill out this form for you. Vocational training is where it's at.

The training I had in cosmetology was excellent. The voke is a great trade school.

My Vocational training was a very good opportunity for me, so that I would be prepared for the working world. I'm pleased to have gone to Murray Voke.

In school the educaiton was very poor, in my opinion. My instructor mainly taught lawnmower repairs only . . .

Voc tech training needs more college academic courses.

The school told all students in there freshman year that they had excellent college courses. and any good student could get into a university but after my Junior Year I found out that their accademic program not extensive enough

I was quite shocked to realize that I Learned NO usable skills in my four years of schooling.

I had excellent vocational training at Murray. I took up Business Technology but, I haven't typed in over a year so I'm going back on a program so I can catch up on my secretarial skills to get a decent job.

It's very hard to attend college with voc tech academic program.

When you are out working for a living and you think back on school, You really have to say that it was just like being baby sitted for. It was a joke.

I felt that my academic training which was related to my field should have been more intense.

Many vocational students do not try to get as much out of school that is offered them.

It gave me a basic knowledge of my trade.

Students:

My teachers gave me a good proffesional attitude in my work but I feel in actual hairdressing I learned very little. I picked up how to cut perm and color thru other hair dressers.

I went to one-year of post grad vocational school for dental assisting. While in High School I was in jsut the business course.

The training at Born Tech was good but it didn't fully prepare me for my current job. Almost all the knowledge you need, you get on the job.

I am currently living in Houston and have been employed in this city now for almost two years. I would just like to add that I think the training I recieved in Distributive Education was excellent. I enjoyed attending classes when I was in high school and my education has helped me to obtain a fantastic position in the Insurance Industry.

When I first moved to Houston, I applied for four jobs, closely related to my training, and was offered all four positions because of my skills.

I cannot think of anyway in which my classes at Born Tech. could have possibly improved.

learned alot about field, but in some ways it was not up to day, old ways!

1. I would not have been working in the travel agency business if it was not for my teacher, Mr. McQuire at Born Tech High. In the first place he had given me every job that I have had. He gave me this job interview at "C" Company and I was hired just as a secretary (I was in Distributive Ed). As time came along, I learned all of the procedures of being a travel agent. Now I work at "A" Company, for I have relocated, and have a better position, and best of all, higher salary.
2. I am very glad I went to Born they helped me out very much.

the reason I checked very good on the questions is because I was really interested in the future and felt I should learn about both - vocational training, and academic training.

More people should look into the many fields vocational schools offer - especially in the med and dental fields.

Graphics arts teachers shop and shop related teachers were the best knowledge wise and teaching.

Students:

I believe my training a Born Tech was fairly good. But that it also depends on the student! Compared to non-vocational school my training was excellent.

I have decided to change my occupation and go back to school. I am know studying Computers Electronics in . The reason why is I feel I'm not totally satisfied with my pick of trades.

My feelings toward machine shop is that its a very dirtty trade. It also takes many years of working to get respect in the trade. Also relates in the same way of money. A ruff estimate of tools would be about 4,000.00 dollars Today, young people can't afford these redicous prices. I talking in respect to Tool & Die makers not machinists.

I love working with my hands and I believe I going to like the trade and I think I going back to more advanced schooling and go for my bachelor degree.

Students:

Any help in finding me a job would be helpfull.

My background in Computer Science at high school has helped me while continuing my education in College.

I am currently attending North Adams State College and hopefully will have my bachelor's degree in Computer Science in 1984.

I have had jobs since high school and my knowledge in the Computer field was a direct asset. My last job was as a work study student at N.A.S.C. It was working in the Office of and my job was helping Dr. Henrietta Stevenson in compiling results of various surveys which she conducted. She was quite impressed with the knowledge I received at the Terry Lyons Technical School.

The reason I am no longer employed there is because I am supposedly no longer eligible for work-study funds.

I am now attending Purdue University for Electronic. I had Electronics in my High School Vocational training.

I would like to add a few additional comments to your survey. I do believe that my training at Cartier Tech. had prepared me for the working world, but finding a job in my field of interest was/is the problem. I successfully completed four years in the Business Data Processing Dept. of Cartier and graduated 5th in a class of 96. After graduation I went to different businesses looking for a programming job, but could not obtain one because of lack of programming jobs, or lack of experience. I believe that the school should have a better placement system for its' graduates, even if the jobs offered are outside of our immediate area.

One other point I would like to make is about the course offerings at Cartier. After working one year as a data entry clerk and not having any hopes for advancement into programming, I decided to go to college. Upon entering, I was surprised to find out that as a Computer Science major I was required to take Calculus I and Calculus II, but I was not even prepared to take Precalculus. I am presently in the Trigonometry and I think it would have been much easier to me if I had a better math background. Cartier only had one year of algebra and that was in my sophomore year. Thank you very much for letting me express my opinions about my technical school. I believe my training and instructors were the best, except for the two items I mentioned.

I wouldn't trade my vocational training education for anything!

My vocational schooling was very beneficial, however they never taught how to fill out these forms. Sorry!

Around the area that I am living, it is hard to find a job in my line of work. I feel that my training in school helped me a lot because I went on co-op while in school which gave me some work experience in my field. I would rate vocational technical training very high.

I feel that Cartier is one of the best schools around. Especially when employers comes.

It has paid for collage.

Students:

Was impressed with school and equipment, but not with teachers in trade.

If it wasn't for the Greggory Vocational High School, my chances of graduating would have been very slim. I think I speak for alot of people, that graduated with me, when I say this.

The training in the voc. that I attended was very good if a student wanted to apply himself. However too much drugs and disrespect rampaged the voc. that I attended sad to say. Special commadation should go to Mr. Dee.

I think the Vocational schools are an excellent source of learning, for those who want to work with their hands.

My problem was that the field I trained for was already overcrowded.

I would say I got my best high school training in the voc., the instructors are very much into their work, and with the classes not as large as a normal class in the high school, they could work more closely with their students.

My training has not gone to waste, I am still a registered hairdresser in the state of Massachusetts.

I couldn't have gotten any better training and knowledge anywhere else than Greggory Vocational Technical High School.

As I indicated on question 11 and 12, the vocational and academic educations I received in my four years at Greggory were outstanding.

I am, an always will be, proud to say I am a former vokie.

I liked it very much and feel I benefited very much from the program.

Students:

I would like to add that the traing I recived in Culinary arts prepared me well for the Food service industry. The coarse at Elveria is exellent.

I was way ahead of the other Freshman at Mt. Ida as far as my technical knowledge of Advertising and Printing terms. I am now attending Mass. College of Art as a Transfer.

I can very easly get a job in my proffession.

If it wasent for the mechanical training at school I would have never got the job.

My school training was very well taught and prepared. I had happy experiences in both academic and vocational training.

I went to school for culinary Arts. being a woman in this field the pay is not equal to men doing the same job.

I have chosen to go into managment (Hotel). I feel I will have more of a chance to grow. At my high school They did not prepare us for managment positions so now I seek a school that will, Luckly I have found one, with careing teachers that are willing to help you grow and learn.

I dont degrade my high school, I feel that we were a step closer to better jobs than those getting out of a Regular high school.

But the vocational schools must Realize some of us do and did go to collage. They must prepare us better for that Rather than just pushing us through the grades. Seriously look at the way I spell and set up my letter some freshmans can do better than I.

My vocational training was ecellent in my area I chose. I continued after High School with a job I had gotten while I was in School , (on the job training). I had to leave the job because of transportation. I applied for many jobs and sent many resumes with no results.

I feel the job I have now is NOT related to the field I chose. Going through every vocational field as a requirement was very helpful.

In the future as I will have more of an opportunity. I will assert myself more in the field I chose in high school. Such as coledge ect...

I would like to commend The Whole Building trades cluster at MacAvery voc. for their great program.

I held a job as an automotive machinist (Engine Rebuilder) The training I recieved in auto mechanics was an excellent base for this. I felt I would have needed better or further training to be an auto mechanic.

Students:

I started my job Sept. 1979 - left Sept 82 reason for leaving because of the boss lied to me. if that didn't happen I still would be working there. Vocational Training help me a real lot I, was head of a department and training people under me.

The tech was great for getting a job but I decided to go to college and found it very difficult the first year.

I think that you jerks should have done something Long Before Now so that I would not suffer Because of my Very, Very, poor Academic's. This has screwed me up so much that I'LL have to start From the Basic's again Because mine where so poor! Thanks for the concern your only 2 years Late

I feel that this training sucks and has screwed up my Life and my future Because I'm so far Behind Academicly!

The technical training I received was about 5-10 yrs behind that of my actual job.

Trade school prepared me for my job just enough to get started all the real learning comes when you're out there working!

I am laid off waiting for an interview.

I think vocational hgih schools need to strengthen their academic program. Not enough emphasisi is put on math and science courses. Having never had accelerated math and science courses in high school has hindered me in college level engineering courses.

I believe students that wish to go on to more schooling should be allowed to participate in accelerated math and science programs.

I didn't Graduate from Vocational school

Students:

I think Vocational Education is excellent. I did not aply myself so therefore I did not learn much. Over all though I think Voc. is an excellent opportunity! We had beautiful equipment, which was really nice. (all of the latest machinery)

"THE FIRST" high School that I attended was not worthy of rating any person for 50% of the teachers did not care what you did just so long as you applied 10% of yourself. The other 50% just did not care and so I took advatage of that then when I got sick and tired of not learning I moved to an excelent school (Torrey Vocational School) they cared about each individual and helped each Individual when it was needed The same statement applies to Stevens High School they were also excelent.

What I learned was more so self taught no thanks to Mendelhson Vocational Technical High School.

Students:

I would highly recomend a vocational school. I hope that following students will have the opportunity as I did. If I could find a job with my vocation (cosmetology) I think I could do a very good job. The only one I could thank for that is Highland Voc. Tech. High School & my teacher (Mrs. Myron).

My vocational training was really very good. The training was there but I found that the class as a whole was not interested. So it made it hard for the Individual that really wanted to Learn. My class itself was never under control. Thats about my only gripe. Probably because Im a very dissapointed person- I do or would Like to further my education in the furture.

The Vocational School did not prepare me for production. It was one project at a time, and it was very slow paced. No Deadlines to meet.

I am a cosmetologist and the training I got were just basics but you don't learn the ropes until you get out into the world.

In the three and one half years at Samuels I'd aquired all of the fundamental knowledge and skills to start working Full Time as a Diesel Mechanic. I believe any student that enters The program with a serious interest in his carreer Field, will Leave the shcool Fully Prepared for work.

I feel the program did an outstanding job in preparing me, and I request you not judge the quality of it by the fact that im not working in the field I was trained in. In my case, I'd just found something else was more important to me.

I'v found (after successfully working in the Field I was Trained for) that the Military, and only the military offered me the lifestyle I felt I needed as well as the carreer field I'd wanted, (i.e. Fighter Acft.)

I use trade skills as a hobby, and to make spare money.

I think the administration had a lot to be desired they were only iterested in lining their pockets and we suffered for it.

Academically I didn't feel it was very good. There wasn't anything I learned that I didn't already learn. Vocational Training was ok - But it wasnt anything you could get a good job in without continuing education.

I feel that the way the system has changed since I left, that the students will be worse off. Ex: 1 teacher doing 4 to 5 different related theorie classes.

What they teach you at the school isn't enough Because your only doing Basic works and not doing construction like you should be. (totally different).

Not kept busy in small Engine Repair course; not enough work to go around. Would have kept Business course as part of academics.

Students:

I am planning on going to college when, I get the money.

I was able to recieve my Mass. Electrical License the first try which is very uncomon and I owe this to my school as well as my Electric teachers at the scool.

Students:

I think that I could have been more academicly prepared. Math & english especially.

The attitude and quality in the english program was sadly lacking.

I am happy to see that there has been a follow up on the results of the vocational training I recieved in High School.

I am currantly unemployed but up to a year ago was actively involved with a business to which I could utilize the training I had received. I was very succesful in my field (although I was but 2 yr. out of school and of a yound age 18-20) and I contribute part of my success to my teachers at the Jordan Vocational Technical High school. I was able to handle situations that left veterans in my field baffled. And the fact of the matter is, I only recieved 2/3 of the normal vocation traning program.

I hope this letter shows you how valuable the training was I recieved and of what quality it consist. I am very grateful I had the good fortune to have attend my school.

One last note. If the fact I am unemployed has you curious, it is for personnal reasons and not professional.

Most of the training I received on the job during the co op program.

Students:

I was a student in cosmetology and I think I have a very good reason for writing this. When I started my job 1 and a half years ago and when I started I was not prepared. I knew basic haircut and all the basics but the Hairdressing ships these days are way past basics and I just wasn't prepared. I think they should have younger teachers and more up to date skills taught before leaving school. We must be more prepared.

I feel that Morton Voc. Tech was a great school for me.

In addition to this survey, I'd like to add that my vocational training has provided me with skills needed in my present job field. Because of this, the rate of pay I am getting has enabled me to continue my academic education and support myself at the same time.

The only thing I was unhappy with at Morton Vo-tech was the academic training I received. As the vocational schools are putting more time into improving the vocational traing, I would suggest that they also concerntrate on highter standards of academic training as well.

I have found that I did not get good enough Academic traning. More in the Line of gramer. reading, spellin, math, I have found this a set back in some jobs. And i Bleave that Academic courses should greatly improved.

The teachers were more interested in finishing and filling in the semester with the amount of work they had planned (or the book) instead of us learn what we needed to learn in the D.P. field.

I was ahead of the other students as far as techinally but not scholastically. I got straight A's without even studying. Did 9th grade work in 12th. I do hold an Associates in Computer Technology. But I have not as yet found employment.

Need more qualified teachers. There is not enough!

#8, I've been looking for a job in Fashion Design (my trade from school) since I've been in school. I won't take a factory job in that field because I was trained for better than that. I've applied at places like bridal shoppes and other small exclusive shops(which I would've loved to work at) and they always wanted someone older w/more experience. I've brought them school references and garments I've made myself--but they've never given me the chance to try. From time to time I've taken sewing jobs into my home to work there--but it never amount to much of a business.

#9, I gave you a neutral answer because my training in Fashion Design has nothing to do with waitressing or direct sales--except maybe "working with the public."

#12, some people don't realize that acedemic training in a vocational school and in a regular high school are two completely different things. In my school, all you had to do was pass your shop & English to graduate. I think vocational schools should buckle down harder on their acedemic part of school.

They don't teach as much as the employers expect!

My first choice field was full so had to take THIRD choice, which was not waht I really wanted. Tried 2nd choice and was disappointed in the program.

Vo-tech, Didn't teach me how to fly, but I learned things that I use every day as a pilot.

Students:

I would like to comment at this time on the training I got at schoo. The teacher who taught my welding related classes taught me more about the trade than my shop teacher did, because he would share all his knowledge with the students. My shop teacher always had an attitude towards the students like he didn't want anything to do with them. I did not get as much hands-on welding experience as the course of study could have given.

Students:

I learn more at Vocational School than I would have learned anywhere else. To me its the best.

I just graduated from college last May and intend to go onto night school next spring to get an engineering degree.
#10 It did help me a lot when I went on to Quinsigamond Com. College to get an associates degree in Computer Maintainance

Training in school was for new work. Such as building homes. My company is mostly remodeling and roofing.

To much school & worthless math corse's and more sop time & work not enough work on forign car's

ACADEMIC preperation was toally unsatisfatory!

In reply to your letter--Did not fill out form--here's the reason why:--
I am answering for my son Burt, he did go to Vocational school for 4 years and so did my other son Norman--they both took Printing thinking they could get a good job when they got done with it--it didn't work out that way cause the obsolete, Linotype and Hand Setting went out some 20 yrs. ago, they were laughed at where they went to apply for work running a Linotype--so Burt joined the Army and is now stationed in Germany and Norman is driving trucks, so what good did those 4 yrs. spent learning that trade did them--as a matter of fact they're still teaching that at _____ now--I think it should be reviewed and they should teach these kids some modern techniques not something that has become obsolete.

The Academic training could be improved to a High lever.

Best school in the world

I think that they should put more emphisis on the teachers attitudes toward the students. There was a lot of teachers favoring students and not helping or even giving work to make so that the student could learn about machines, rather than paint them . I wanted to make pieces so I could get more practice but I was pushed inside.

They should have more forgien car work. And they should up date themself on newercars.

SUPERVISOR COMMENTS

At the conclusion of the supervisor's questionnaire, respondents were invited to make additional comments. Approximately 120 of responding supervisors or employers did so. Their remarks ranged from a few words, hand written, to two-page formal, typed responses. The overall tone of the supervisors' comments was positive with regard to the individual employees there were rating. However, most employers seemed to give credit to employee's personal characteristics or home training rather than to training received in the vocational technical school when discussing their overall excellence. On the other hand, when giving an employee a negative rating, employers tended to blame the school for not instilling proper work habits and attitudes in students.

Many of the negative comments stressed the need for "world of work" experience so that students come into the workplace with more practical knowledge about how to conduct themselves in the business world. Examples cited of the students' lack of training in the "world of work" were: inappropriate use of time, lack of initiative, poor interpersonal skills, inability to think through problems, etc.

Comments specifically related to technical knowledge and training were evenly distributed between very positive and very negative. Many of the negative comments stress the need for more hands-on experience, especially at a work site. In addition, employers mentioned poor academic preparation (specifically reading, math, and writing) interfering with employees' ability to perform their jobs.

In conclusion, the generally positive comments by supervisors are consistent with their ratings on the questionnaire.

Supervisors:

Jane Smith originally came to work for the "B" company in pasteup and page make-up. She did an excellent job in those functions and applied for a position in the accounting department as a clerk. She is present working for me as the manager of the accounts receivable department for advertising and commercial printing. While her training in vocational school was in the area of commercial art she is doing an excellent job in accounting!!

#2 - There seems to be a contradiction here--let me explain. Jody is a natural for this profession. She instinctively knows what to do but doesn't seem to know why she's doing it. I'm not sure if the school didn't do this job or if she is unable to verbalize her thoughts.

#4 - Most of my other employees attended schools that had an in-depth science and beauty course (e.g., Redken, Nexus) thus understanding of the chemical side of the business is greater and thus attitude seems much more professional.

Regertfully--my position limits my supervision in the work space.

I have no knowledge of vocational training received by Joseph Rain.

On the job training, along with school, has an important role in the overall results.

Ed is a self motivated individual who has used his vocational training as a spring board to develop his talents and expand his horizons. He is an asset to our company and it is evident that he has the potential for growth, and a desire to continue learning.

I feel when they get out of school, they have to apply things differently in business, and have to learn to bend.

When they come out of vocational schools, I feel they don't have the work habits and skills that they should have. Bob Smith has been an exception, he has done beautifully. I feel the vocational schools are batting 50-50.

The only problem is I find they are short=sighted, don'e have a broad spectrum. I would like to see them take field trips into business, and see different ways to do things. I also feel that a lot of the instructors have not had a vast, or wide spectrum of experience.

The work that this employee did, had no relation to a vocational education. She did utility work, so I don't know what training she had.

Supervisors:

Fine employee- however- vocational training is not applicable to the nature of his duties.

Supervisors:

I feel Vocational Training is very good it makes a better worker and also safer. I Sam Jones also had vocational school and it helped.

Should get into more detail work for roof framing and use of framing square and also more stair layout work.

Lack of typesetting, as far as schooling is concerned. He is a great worker, wonderful kid, great attitude, but I feel the schooling lacks certain things.

Supervisors:

I am of the opinion that Vocational School Education in auto mechanics should gear itself toward the general mechanic and that specialized training is the responsibility of the individual and/or the person who hires him. I have found a noticeable lack in the area of reading parts book properly and correctly. The training should be to the real world as possible, that si, once the person has got into his senior year, he should know about work orders, cust. relations, time elements for jobs, cleanliness of cust. car, road testing, checking car for other work, etc.- making the cust. feel he should come back and also tell his firends!

John's spelling is very poor.

Her vocational training did not help her in the field she is work at now. She is doing something altogether different. She is a fine worker, though.

I feel the schools don't stress "SAFETY" enough--also we have to retrain them when they start to work.

Supervisors:

James Allen is exceptional. I think put the extra work in at school. Therefore he was able to relate better to his job. We have had some others from Mordecai. Some good, others bad but on the whole basic's did help. I think math and shop time should be stressed more.

Supervisors:

Vocational preparation is completely unrelated to her job responsibilities her at the "C" company.

This employee is not a good representitive of vocational training because he has an associates degree in the field, which I find to be much more comprehensive than vocational school alone.

He is an outstanding worker, not necessarily because of his training, but because of his intelligence, and eagerness to do well. He has advanced himself tremendously.

Supervisors:

I feel youngsters that come out of vocational schools lack a lot in English and grammar. It happens to be a pet peeve of mine.

Supervisors:

This young lady is not working in her field of vocation. I would say from her work habits that vocational training helped her in her work habits,

The job that Nanci does (data controller) is a specialty and is only touched on in school. She had to be totally trained in this position and she has adapted well.

I feel these questions on the questionnaire are really not fair.
I think in vocational school they should teach the kids a lot more, like how to act on an interview, or how to speak to an employer, and a lot more practical things out in the business world--mainly not to expect too much too soon.

i have had good luch with students that came out of "voc" schools. He is great in everyway!

Supervisors:

I feel that Mark McGourty's OJT was more important than his Voc/Tech training. Mr. McGourty was a self-starter, had a great deal of poise, as well as a general knack for the work. In other words, I'm not sure how much the school itself added to his performance.

Supervisors:

Much of the technical knowledge required can only be obtained on the job. (a work-school program would be great!)

I do not feel this way about Janet's work because she is my sister. I really feel that she has had excellent training. She comes out with different ideas that even are of help to me and I have been in this business a while longer! Please keep up the great work, with the education of other future students.

Robert is an excellent man. I am trying to get him to go to college for engineering degree.

Patrick is very well like with his other workers and he's all ways on time for work, which I like as a person.

#2 Since most of the knowledge required to perform well in the job is acquired through on-the-job experience.

#3 Avery Vocational training may have contributed the development of Mary's positive attitude approach to her work, the technical skills required to perform well in the job are acquired through another job experience. Any tie-in to previously received technical training would be negligible.

I feel the vocational school could give the students more practical application, especially in using tools, and working with their hands.

Because we have our own training school, we feel they are trained fantastically well, and very capable.

I feel they need more experience in measurement, and working out in the field for experience first.

I feel the schooling that they get is not geared to the needs of the industry. It lacks a lot. It just so happens that he happens to be an exception worker, but I feel the training should be more relevant.

Supervisors:

The quality of my employee's training appeared to be very good. I believe that part of this was due to the fact that Steve wanted and had a desire to learn this trade and therefore got a lot out of his courses.

Individual has very good working knowledge remetal and paint. Also is continually learning and accepts direction readily.

Theoretical knowledge surpassed practical knowledge at commencement of her employment here.

He is not working at his training. Would not hire unexperence help.

Supervisors:

He dose not know everything he should but that could be his fualt or the teachers.

Tom was introduced to me as a pressman, and I was very disapointed until I learned that he had only ran a press twice during his 2½ yrs of schooling. The reason I kept him on was his ability to learn quickly and his determination, which has paid off and he is becoming a very good pressman.

Supervisors:

When we hire an entry level position employee from a local Vocational Technical High School we expect that person to know fundamentals and we are usually satisfied in this area.

We also expect the individual to have an understanding of the value of time. I believe this can be accomplished in the Vocational School by introducing the student to a time card system. All Vocational Schools should have their students fill out time cards similiar to those cards used in Industry.

I am very pleased and well impressed with Joe's appititude and ease of handling new and different equipment. His strong job aptitude I feel is definitely better than most due to his strong vocational training.

He performs well. He is consistent and tries very hard. He's an excellent employee.

His work attitude is poor but as far as training its fine.

He does have the product knowledge and awareness which is very important which I can see he received from the vocational training he received. He's an excellent worker.

He is excellent. One of the best we have ever had. He's left us and is selling parts now and we are dying. We miss him. We have had others, but no one can compare to him. He is excellent in his job.

I can't understand it. As far as I know she went to a private school, Fisher Junior College. I know nothing of her going to a state vocational school, but she is an excellent worker.

He is an exceptional person and his work is excellent and I imagine part of it is from his voational training.

As far as the technical knowledge he was taught he had the ability to learn that, but as far as his English it stunk. He didn't even know how to write. He is going to night school now to get his degree in engineering. They should all be taught the basics of English, reading and writing at all techical schools.

Supervisors:

George Washington Tech must be one of the best. Ms. Duhamel and others B Corp. has hired from this school have proved to be some of our best prepared hirees.

Although skills are excellent (i.e. typing skills) there seems to be a fundamental lack of some of the very basics necessary to get by in the business world. English composition is sadly lacking. Interpersonal skills are poor. Work attitude ranges from excellent to very poor - particularly when frustration sets in as it is realized that without a better command of business "savvy" and a degree from a recognized colleg or institution there are very restrictive limits in her career path.

Paul Smith received training in culinary arts - however due to his emotional & mental handicaps - his job is a Dishwasher. I don't feel that he is a good case study ror this survey, since he really doesn't have the ability to become a cook.

Sandy's vocational training probably had alot to do with getting her first job. However, she came to us with prior on-the-job experience, which mostly accounts for high rating.

I beleive the training program on the school does not always reflect in the ability of the individual. I beleive its up to the person more than the school or the program.

Amy's Technical knowledge was far better than others who had not had the training. Her confidence level was, however, not as high as I would have liked. I feel that in addition to technical courses you could offer some self-improvement or self-development courses.

Currently, Amy is a star performer. Her confidence level has improved significantly. She is a very valuable employee.

Employee's tend to train employee's on their own basic drafting technics. A trend on more theory seems preferable.

Employee has very little drive and initiative.

#4 Imporved understaning of the business end would help in relation to being able to grow into management positions, particularly in smaller companies.

#3 Should be more (hands on) training.

As a vocational school graduate myself I can say vocational training should be given a closer look.

Anyone coming from that school is perfect. The school training they get is excellent.

As far as the school goes. They should screen out kids more carefully. Some kids are just goof offs and have no interest in the classes. Teachers there are superb and don't deserve the students that are just in class because their freinds are they. They leave no interest in the subject and spoil it for others who are interested. I myself went there. It an exce lent school if you want to learn.

Supervisors (continued)

The training she received at the technical school was only a small basis compared to people who get their edcuation from a private travel school. Their's is more complex and more thorough.

An excellent person. He's our style director he has just been promoted.

Very good worker. She was the best word processing operator I had--she was the fastest and most accurate she volunteered for the last lay off.

He doesn't go at it ambitiously to advance in his career. He's happy with where he is. Maybe at the school they don't teach them to want to advance themselves.

Supervisors:

Employees Vocational Training was in the other end of the Business

Technical training is good but, the student cant read! or comprehend very well. this is an area that must be addressed.

Attitude is the biggest problem with students coming from voc school everywhere.

He left us. He got more money and he went to a different shop. Its a great school. I also went there.

He's the best I've got. The schooling really helped him.

He's doing a wonderful job. He came in as a mechanic and has been promoted to service manager. Schooling really helped him plus his determination to get ahead.

Supervisors:

I think the quality of the training is fine. I have had quite a few that has gone through the program and they copped out. Very few are worth while. I think they should screen out the individuals more carefully to make sure they really apply and not just for the sake of going to a vocational school.

Supervisors:

They have a good program. They have a lot of fancy machinery in their shop that we contractors don't have. If a student is interested they will come out with a lot of knowledge. They do have a good program at the school.

Supervisors:

Mark's vocational training does not pertain to his current position at D.

#2 Bruce McNally was well prepared in the field of Automatic transmissions and was able to perform such repairs as overhauls etc immediately.

Supervisors:

The education she received in technical school has no bearing in the job descripon in the pharmacy. Objectively I can only judge her attitude and quality of work.

They got trade and working on job preparation but didn't get the basics like math and English. Their English on paper is not outstanding. Their spelling is poor. We are an Electric Company and math is needed for the job. Like I mentioned they lack the basics like English and Math.

Supervisors:

It is very difficult to evaluate Greg Olson's vocational training as it relates to his present position. Greg is employed at A as a Stock room Clerk. He attended Highland. If I were to rate Greg solely on his job performance it would be nothing less than very good. He has an excellent working attitude and performs his job well. He requires little or no supervision. If his responsibility and attitude toward his job were instilled in the vocational training he received, I would rate it overall very good. At this point, I cannot comment about his technical knowledge as his studies do not relate to the position he is performing.

Supervisors:

It should be noted, that Mr. Shoemaker was undoubtedly an exceptional student. Not all employees who have had technical training, come as well prepared, as Jonathan.

His present job as an Air Dryer helper does not apply to electronic training. He is an excellent worker and shows interest in advancement.

She has a good personality but that's it. She is very lazy. She doesn't apply herself. She received a very low score on the basic nursing skill test.

Supervisors:

This employee Tina Albert, is not employed in the dietary department, she is a housekeeper. Her last place of employment was as a releif cook. On occassions if my cook calls in sick, I have used her for a releif cook at supper time. To the best of my knowledge her training was not a help in Nursing home or medical hospital cooking.

She would do better in a resturant as a cook or bakery. They should touch on some specialized diets and preparation of such foods. It helps in the nutriotional area but not preparations.

Supervisors:

Neil Frye during his short employment here at "A" did show good progress in becominga productive machine operator.

His basic talent was instrumental in making it easier for Neil to adept to our companys methonds. This is not to say that all amployees are trainable to a high level of skill.

It appeared Neil would develope into one of the better one's. We here at "A" could only give the opportunity and assist in the motovation which much come from the employee.

Quality of the work is poor. Coming out of school. Poor workmanship. Their attitude is poor. You have to showm them how to be neat and curtious. Bad attitude towards their boss. They don't have any respect. They also won't list to you. They are not curtious to the boss or the client. They get away with this in school. It is not right. Their teachers let this go by. This should be corrected in school. It takes about 9 mons. for them to adjust when they get out of school. They are slopping in the job. When they do a job in a person's home they should put paper or a dropcloth down as plaster won't fly all over the place. If you tell them they say we never did it before. They have to learn neatness, respect, and politeness and this they are not getting in school. They carry all this frm school out to the field and it will not work. The teachers let all this go by.

Supervisors:

Due to the fact, we had jsut converted to the IBM 3700 Series, Susan gave us an expertise level we had not reached ourselves. She proves to be extremely competent.

Supervisors:

Vocational Training has very good potential if the student puts effort into it however due to the lack of discipline many of the students work stoned intoxacated or triping on drugs of all sorts. My first hand experience is that while attending Kerry Vocational 1/4 of the students were high on pot every day. This leads to health hazards in the Shops.

My opinion is work molding students attitude not, cariculam, to improve the students attending.

I feel that in this business, you find there are some people that are just meant to be stylist, they have the drive and determination to succeed. Others can have the same education and apply it completely differently.

I feel Karen has had a good back ground of education and functions well in our surroundings.

I feel that in school they don't push a student to learn (to their fullist capacity) plus I feel that Joanne Dilmore learned more by working with me.

Supervisors:

Matthew has excellent work habits, something which is missing in the majority of individuals in the work force, have had other individuals from Vocational/Technical High Schools. I cannot recall ever being dissatisfied with any of them. They were for the most part far superior to individuals missing this education.

The McDonald program, which Paula was involved in, was geared towards nursing as opposed to secretarial. However, Paula did some secretarial functions and did a good enough job to get a permanent position.

They all had a very good work attitude!

Technical expertise is very important however it is also important to impact to the individual time tables which all industrial projects follow. Accurate data gathering is important but equally important is how soon it is accomplished.

Janet is ass't manager in merchandising field.

The student only gets what he puts in to the trade.

In Tony's case we are very happy with his performance, but in most other cases I feel that most of the students know nothing about rough plumbing and finish. I find most students know how to gas pipe.

The man was O.K., but the vocational school is terrible. I wouldn't hire another man from that school.

Supervisors:

I feel her education is a big help to me. Because of her training I feel she can forsee what needs to be done and helps without being told. Others tend to do only their job.

I would like to see the students come out of school with more math ability. They also are in need of more hands on experience.

Dick is the only vocational student that I have had the opportunity to work with. His skill in his speciality of machine drafting has proven to be a valuable asset to us because he has been able to work projects (mainly drafting with some engineering technical) with minimal supervision.

Supervisors:

He is better prepared than high school graduates without the vocational training.

Supervisors:

Kyle Andridge is an exception and far outstanding in comparison to most boys in todays modern generation.

Supervisors:

Good worker Good background Good training

Ted is a very bright boy, and has the ability if channeled in the right direction to do extremely well in Electrical Engineering. I think some type of course should be given to all students in tech voc. on their responsibility to their employers, i.e. good use of time, how to think out problems using initiative.

Supervisors:

The correct training is a great, but there is nothing that can replace field experiance.

Paul's Vocational Training was in printing. Here he is doing general maintainance work and not printing. He is a nice boy and good worker.

I would like to see them come with more machine time.

I feel Scott is a good school. I think it's a stricter school than Fago or one of those private schools. I like that idea because you can get more done with the students. When someone comes to apply for a job I find it's more how the individual is than what school they went to. You could send someone to the best school but they could have a bad attitude and don't think it's because of the school. I think it's the person.

These young people need more preparation re work habits & attitude.

The school he came from is Lousy. There are other vocational schools which are much better. The school he came from doesn't compare. (Scott Voc. Tech is terrible--it is just a laugh there--there is no supervision there)

Altho, Tommy is an excellent employee, expecially in terms of work attitude and quality I am unable to judge how much credit should be given to his vocational training. His qualities can probably be ascribed more to his family upbringing than to his training.

My general impression of trade school preparation (as in McGovern Trade School) is that it is very poor, underfunded, ill-equipped with mediocre teachers giving no practical work preparation.

Please do not take the following remarks as a reflection on Bill Palmer's work record, but as my general experiences with vocational school students that have been hired in our department. I also am aware that some of these remarks could also apply to those employees who have not attended vocational schools.

1. A majority have a false sense in their ability to operate the equipment properly. It comes as a great shock to some that they are not experts.

2. Poor work habits and poor conception of basic requirements for companies in private sector. That is, poor knowledge of both Employee and Company rights.

3. Little sense of loyalty to company needs.

4. Lack of pride in their work.

5. Do not seem to comprehend the needs that all companies share for certain rules and regulations, to which all employees must comply.

6. In the Graphic Arts field, a sound, basic knowledge of both simple math and spelling should be a prime requisit. Evidently these standards are not considered important or are overlooked in today's teaching environment.

Please do not think that today's student does not care or lacks in every aspect of his profession. He certainly does not. What I am trying to get across is that he is given a false sense of security in his knowledge of his profession and believes all others do not know the 'new' concepts of the trade.

Not familiar with his training, but main problem is general "attitude" toward supervision.